DOCUMENT RESUME

ED 038 777 EA 002 856

TITLE	Implementation: Planned Change: PROJECT DESIGN. Educational Master Plan, Fresno, 1969, Volume C.
INSTITUTION	Fresno City Unified School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	69
NOTE	413p.
AVAILABLE FROM	Fresno City Unified School District, Calif. 93707
EDRS PRICE	EDRS Price MF-$1.75 HC Not Available from EDRS.
DESCRIPTORS	Adult Education, Advisory Committees, Board of Education Role, Curriculum Development, Early Childhood Education, *Educational Needs, *Educational Objectives, *Educational Planning, Educational Research, Evaluation Needs, Guidance Programs, *Guidelines, Individualized Instruction, *Interagency Cooperation, Minority Group Children, School Community Relationship, Staff Improvement, Vocational Education
IDENTIFIERS	ESEA Title 3 Programs, Fresno, Project Design

ABSTRACT

This third volume of the Educational Master Plan for Fresno, California, developed by PROJECT DESIGN and funded under ESEA Title III, summarizes present and future educational needs of the community and recommends a number of specific, time-related activities to meet these needs. In the first section, educational needs are identified and translated into mission objectives related to: (1) developing school-community relationships, (2) building a superior program, (3) building a superior staff, (4) utilizing resources, and (5) resolving problems of minority groups. In the second section, recommendations are presented in 21 sets. For each set, the time period and specific activities required for implementation are designated by narrative and flow-chart diagrams. The document also contains recommendations for further study and lists of project publications and participants. Related documents are EA 002 854 and EA 002 855. (JH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ED0 38777

EDUCATIONAL MASTER PLAN

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

A SUMMARY

B CONFIGURATIONS : DESIGN FOR THE FUTURE

C IMPLEMENTATION : PLANNED CHANGE

Best Copy available

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

EA 002 856

FRESNO, 1969

PROJECT Design

FOREWORD

PROJECT DESIGN (Interagency Planning for Urban Educational Needs) was organized as a two year project to develop a comprehensive long-range Master Plan of Education for the Fresno City Unified School District in California. Funded by the United States Office of Education from Title III provisions of the Elementary and Secondary Education Act, its intent was to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project was to weld into an integrated plan the best use of available resources to meet the totality of current and projected educational needs. Design and application of such a comprehensive urban, interagency, educational planning model was an innovative planning project far exceeding in scope any known prior education master plan.

The first year of the project was organized to assess current and projected needs in the urban area served by the Fresno City Schools with particular reference to certain identified major problems. Development of new interagency planning relationships with major governmental and community groups was an optimum goal.

Second year activity focused upon generating and evaluating practical alternate solutions and designing short-term, intermediate and long-range recommendations in harmony both with the predictable future and with current constraints and limitations.

Extensive studies by Task Force consultants and the project staff have been reported in thirty-six earlier project publications which are listed in the Appendix. Repetition of data and recommendations from these basic publications was intentionally avoided to the extent possible in the two major volumes (B and C) of the Educational Master Plan, and in its summary (volume A).

PREFACE

This is not a final master plan of education. Neither is it complete. Some will find a gap, a generality or a process substitute for the well-defined solution they seek. The format will appear rudimentary as other school systems begin to develop master plans of similar dimension. The product, format and techniques used in the project represent the built-in failure dimension of true innovation while they also demonstrate the risk which the U. S. Office of Education and the Fresno City Unified School District were willing to take in pioneering a first model for comprehensive long-range urban educational planning through interagency cooperation.

This is a system design for continuous planning which makes some significant recommendations for initiating and continuing orderly change toward a generally predictable future which will be dramatically different. It is a dynamic rather than a static plan, produced in a dynamic setting where significant change occurred during the planning period. It was produced in eighteen effective working months without prior research models for comparison. It created little stress and interruption to the school system and community -- and perhaps too little interest and expectation. It represents a highly educational experience for the project staff and, by their volunteered expression, for many of the teachers, administrators and even external consultants associated with the project.

Both the appeal and the frustration of the project were rooted in its ambitious scope: to find answers for such universal problems confronting education as how to meet the special and pervasive needs of the minorities and the disadvantaged, what the appropriate role of the school is in a complex and changing society, how to overcome massive internal and external communication gaps, and how to utilize new and expensive technology in a period of rising costs and shrinking resources.

It is truly impossible to adequately express appropriate gratitude to those community leaders and educators whose vision and service to the project exceeded any reasonable expectations. It is usually thus, it was so in Fresno, and their contribution was a major factor in whatever success may be credited to the project.

For the abundant opportunities to freely dig through this major urban school system by observation, data inspection, test and interview, to pull out of important assignments the key teachers and administrators we needed, and to chart our own way with recommendations, the project staff is most appreciative.

Edward E. Hawkins

Edward E. Hawkins
Project Director

INTRODUCTION

Recommendations of the Educational Master Plan are fully developed in two major companion volumes, then summarized in a third volume.

Volume B is called CONFIGURATIONS: DESIGN FOR THE FUTURE. It contains a series of independent configurations of what education can and should be like in developing human potential for a future which is generally predictable. Perhaps the most significant recommendations of the Educational Master Plan are those related to considering, and then acting to select, major strategies which will provide consistent long-range direction for change and improvement toward the year 2000. Many of the configurations are relevant to other school systems as well.

Volume C is called IMPLEMENTATION: PLANNED CHANGE. First, it summarizes the systematic analysis of major current problems and challenges for the Fresno City Schools with criteria for adequate solutions. It then presents a number of activities recommended for immediate implementation. Many activities are arranged in time-related sets and extend into the intermediate future to about 1975. Each series of activities is independent so some can be initiated without others, but they are appropriately interfaced as there are many interrelated activities across the independent series. Third, some recommendations for further study are made.

Volume A is a SUMMARY. It includes highlights of the configurations and briefly reports the principal recommendations of the major Educational Master Plan volumes.

This is Volume C, IMPLEMENTATION: PLANNED CHANGE.

TABLE OF CONTENTS

Foreword

Preface

Introduction

I. REVIEW OF THE NEEDS ASSESSMENT

II. RECOMMENDATIONS FOR CHANGE

III. RECOMMENDATIONS FOR FURTHER STUDY

Appendix:

Project Publications

Project Advisory Committee

Project Consultants

District and Project Staff

I. REVIEW OF THE NEEDS ASSESSMENT

School/Community Relationships.............. I- 2
Building a Superior Program................. I- 5
Building a Superior Staff................... I-12
Utilizing Physical Resources................ I-19
Minority Groups............................. I-21

> "We can have facts without
> thinking, but we cannot have
> thinking without facts".
> --John Dewey

> "A problem well-defined is half
>
> solved".
> --John Dewey

REVIEW OF THE NEEDS ASSESSMENT

During 1967-68 Project Design conducted a comprehensive Needs Assessment as the initial step in developing the Master Plan of Education for the Fresno City Unified School District. This process involved students, parents, civic groups, governmental agencies, external expert consultants in specific school service and curriculum areas, and all the personnel of the district. The assessment results were included in thirty publications.

A system analysis of the identified needs included developing a mission profile, mission analysis, a function analysis, and determining constraints and limitations. Each resulting mission objective required that Project Design develop a specific plan or definite procedure for the school district to follow in order to resolve the particular major needs it addresses.

In the course of examining the data, twenty major mission objectives were identified for Project Design. To better see how these mission objectives relate to the total school program, they are grouped as mission objectives related to:

School and Community Relationships
Building a Superior Program
Building a Superior Staff
Utilizing Resources, and
Resolving Problems Related to Minority Groups

In the process of analyzing these mission objectives, Project Design was able to identify certain criteria to be met by the plans or procedures recommended to the district. To meet the mission objectives it was determined that each plan or procedure recommended to the district by Project Design would be written as a series of statements specifying activities for the district to perform. Each activity statement would be explained by a narrative paragraph. It was also determined that these requirements would be satisfied when the completed plans or procedures were approved by an external consultant, a majority of the Project Advisory Committee attending an announced meeting, and were presented to the superintendent's cabinet at a regular meeting, and published in the Educational Master Plan in July, 1969.

This summary of the Needs Assessment reviews the criteria to be met by Educational Master Plan recommendations of Project Design. Part II of this volume then presents the recommended activities to meet these missions with a complete description of each activity and its relationship to other activities.

MISSION OBJECTIVES RELATED TO SCHOOL/COMMUNITY RELATIONSHIPS

Schools are not the only agencies in the community involved in education. Because there are many educating agents, it seems obvious that each agent should know what others are doing. The Needs Assessment made it apparent that this flow of information concerning educational activities is not adequate. This inadequacy has allowed the schools to develop programs as the schools alone perceived the needs. When the schools correctly identified needs there was no problem, but as the community changed so did educational needs. Changes can have two effects: they may render parts of the established program irrelevant and they create new needs which are not met. A lack of dialogue between schools and community has led to a mutual misunderstanding of what is to be done by various educating agents.

The following three mission objectives, A, B, and C, are designed to improve school/community relationships.

MISSION OBJECTIVE A	PROJECT DESIGN SHALL DEVELOP PROCEDURES TO IMPROVE EXTERNAL COMMUNICATIONS

Solution criteria:

1. The public must feel free to inquire about the school program as demonstrated by having lay individuals and lay groups in frequent personal contact with school personnel.
2. There must be a comprehensive program of community involvement in decision making as evidenced by specific assignment of lay individuals and other agency representatives in planning processes.
3. There must be specific provision for involving members of the minority communities in planning processes.
4. The public must be made aware of unique educational problems associated with minority schools as evidenced by total community response to the unique needs of minorities.
5. Specific written provision must be made for program coordination

between the district and community colleges as evidenced by the creation of a specific agency or group with this specific responsibility.

6. There must be a coordinating-planning group to relate the activities of the business and industrial communities to the educational establishment in matters pertinent to vocational education.
7. The community must understand and be involved in the planning of guidance and counseling functions as evidenced by assigning specific lay groups and individuals the responsibility of participating in this activity.
8. There must be adequate information regarding adult education opportunities available to the total community as evidenced by a regular dissemination procedure that reaches every citizen.
9. There must be specific activities whereby all segments of the community are represented in developing the adult education program.

MISSION OBJECTIVE B	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR THE DETERMINATION OF THE ROLE OF THE SCHOOLS IN THE TOTAL COMMUNITY EDUCATIONAL PROCESS

Solution Criteria:

1. Specific provision must be made for community, staff, and student involvement in determining the role of the school in the educational process as evidenced by specific activities that require this involvement.
2. Procedures used to determine school role must provide for continuous revision to meet changing student and community needs as evidenced

by the establishment of regular ongoing recycling activities as a part of any evaluative process.

MISSION OBJECTIVE C	PROJECT DESIGN SHALL DESIGN AN INTERAGENCY REGISTRY SYSTEM AND PERTINENT PROCESSES FOR COLLECTION, SCREENING, STORAGE, RETRIEVAL, DISSEMINATION AND USE OF COMMUNITY PLANNING DATA ESSENTIAL FOR EDUCATIONAL LONG-RANGE PLANNING

Solution Criteria:

1. The design must be written in such a way that each agency involved clearly understands what they are to contribute and what they can expect to receive from the Interagency Registry.
2. The design must make available all of the valuable and necessary planning data from all agencies for effective long-range educational planning as evidenced by a regular transmission mechanism with the responsibility for operating the mechanism assigned to a specific district position.

MISSION OBJECTIVES RELATED TO BUILDING A SUPERIOR PROGRAM

"Change is the name of the game" is a common phrase used by those who comment on today's educational program. New media, changing mores, unstable social structure and a rapidly changing economy all tell us the cliche is a valid one. Schools, however, seem to be reluctant to play the game. There are many constraints within a school system that make it a dangerous and difficult game to play. Perhaps the greatest single factor that prevents change in schools is the pressure of the community to

C

preserve something of stability in the rapidly changing social environment. The dilemma of schools in program planning results from this paradox, succinctly stated, "Make your program relevant to our present needs, be up-to-date; but preserve those traditional activities that I recognize as school".

To build a superior program development is the role assigned the school as an implementor of social change. This is a fnuction schools are reluctant to accept but one which they must accept. The influence that the school has during the maturing years of our young people cannot be ignored. The school must understand its role as an instrument of social change and must meet this responsibility. How, then, does this affect program planning? If the schools ignore the past, present, and indicated future social changes, the students soon realize the non-relevance of the school program and develop a schizophrenic perspective about life which is "school" and life which is "real". School programs must be so designed that the "school" and "real" life experiences are recognizably interrelated.

The following seven mission objectives, D through J, describe specific areas where the district must take action to build a superior program.

MISSION OBJECTIVE D	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR MORE EFFECTIVE STUDY AND IMPROVEMENT OF CURRICULUM

Solution Criteria

1. The district must take positive action to support innovation as demonstrated by the initiation of pilot programs related to

curriculum improvement.

2. There shall be broad-based representation in curriculum development involving lay personnel, agency representatives, parents, school staff and students.
3. Specific procedures must be identified by which groups and individuals participate in curriculum development and change.
4. Time must be provided for school personnel to participate in a continuous program of curriculum study and improvement

MISSION OBJECTIVE E	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR ESTABLISHING APPROPRIATE EDUCATIONAL OBJECTIVES

Solution Criteria

1. All curricular offerings and school supported activities shall be defined by means of specific behaviorally stated objectives.
2. Specific provision shall be made for involving district and lay personnel in the determining of educational objectives.
3. District staff should receive particular instruction in the preparation of behaviorally stated objectives.
4. The district shall establish minimum standards of performance based upon age and expectancy in terms of behavioral objective achievement.

MISSION OBJECTIVE F	**PROJECT DESIGN SHALL DEVELOP A PLAN FOR AN OPTIMUM TEST PROGRAM TO EVALUATE STUDENT ABILITIES AND ACHIEVEMENT AND TO DIAGNOSE DEFICIENCIES**

Solution Criteria

1. A State testing program must be included or otherwise provided for, irrespective of cost in time, dollars or dilution of interest.
2. Information needs of teachers, principals, couselors, parents, and students must be met in determining what is tested and how it is reported as evidenced by specific communication procedures.
3. The test developed shall eliminate cultural bias as evidenced by involving representatives of minority groups in test development and evaluation.
4. Provisions for appropriate use of test and other student data must be described and implications for in-service training and policy revision must be included in all procedures developed for implementing program changes.
5. The test program must consider what and how instructional objectives can be measured.
6. The results, or an interpretation of the results, of any assessment shall be given to the pupil and/or parent or guardian in written form with the student and/or parent or guardian acknowledging the receipt of the results.

MISSION OBJECTIVE G	PROJECT DESIGN SHALL DEVELOP A PLAN FOR INCREASING THE EFFECTIVENESS OF GUIDANCE AND COUNSELING PROGRAMS

Solution Criteria

1. The plan must provide for the expansion of the elementary guidance services as evidenced by guidance responsibilities being assigned

certain personnel and specific time allotment made for this function.

2. The plan must emphasize early diagnosis of behavioral and learning difficulties as evidenced by specific diagnostic procedures to be taken during attendance at pre-school, kindergarten and elementary school.
3. The plan must be oriented toward a program of preventative and developmental emphasis rather than remedial as evidenced by procedures that are universally available to all student, teacher and parent.
4. The plan must provide for early vocational counseling with increased emphasis on the community as evidenced by specific activities taken early in a school career by which a student is made aware of the total human community and the vocational opportunities present.

MISSION OBJECTIVE H	PROJECT DESIGN SHALL DEVELOP PROCEDURES TO EFFECTIVELY USE THE MOST APPROPRIATE METHODOLOGY

Solution Criteria

1. The procedures must include provision for increasing student involvement in the education process.
2. Procedures must result in wider use of appropriate materials adapted to social, cultural and intellectual differences of students.
3. There must be a reduction of rigidly fixed grade level, time, and physical plant restrictions which hinder individualization of instruction.
4. There must be more effective use of community facilities external

to the formal education process as evidenced by specific activities that require the use of facilities other than school plant

5. Specific provision must be made to give the staff the time, material and responsibility for exploring a variety of methodological techniques.
6. Each experimental project or technique must include within it means for evaluation directly related to defined program objectives.

MISSION OBJECTIVE I	PROJECT DESIGN SHALL DEVELOP PROCEDURES TO STRENGTHEN SPECIFIC EDUCATIONAL PROGRAMS

Solution Criteria

1. Procedures must be developed to increase total community awareness of adult education benefits, with emphasis directed toward minority groups as evidenced by particular activities that involve the community as a whole in educational program development and implementation.
2. Procedures must be developed to provide more suitable materials, methods and curriculum for adult education as evidenced by involving lay adults in planning of total educational program.
3. Procedures must result in adult education facilities that are readily available to all the citizens of the community, especially those in need of basic education.
4. Specific procedures must be developed to improve articulation of a multiplicity of vocational education programs within the community and between levels of the formal education process as evidenced by

the creation of position or boards that have the assigned responsibility for such coordination.

5. All students should have a realistic view of the "World of Work" as evidenced by specific programs and opportunities that are an integral part of their educational experience.
6. Each student shall be provided with programs that afford a series of "real life" or simulated experience for virtually every socially desirable occupational interest.
7. The procedures developed must fully utilize community resources and settings and must visibly demonstrate cooperative relationships with local business and industry.
8. Procedures shall provide pre-school experiences involving both parent and child in the process of developing positive attitudes toward school.
9. All children lacking familiarity with mainstream cultural and social experiences shall be provided an opportunity to participate in a pre-school program as evidenced by specific procedures that acquaint parents of such children of the opportunities and benefits of such a program.
10. Specific provision must be made whereby child and parent together can realize the full effectiveness of the regular school program that follows a pre-school program as indicated by specific actions involving continual parent/school/student contacts as a regular part of the school program.
11. These procedures must clarify role, function, responsibility and limitations of student government.

MISSION OBJECTIVE J	PROJECT DESIGN SHALL DEVELOP A PLAN FOR EVALUATING THE EFFECTIVENESS OF THE EDUCATIONAL PROGRAM IN MEETING STATED OBJECTIVES

Solution Criteria

1. Any plan for effective evaluation must be based on established behavioral objectives.
2. The plan must provide for a periodic systematic evaluation of ongoing and pilot programs as evidenced by the inclusion of stated times for evaluation, who shall be responsible for the evaluation and to whom the results of the evaluation shall be given.
3. Evaluation plans must provide for identifying merits of pilot programs and conditions to be met for their extended use as a supplement to or a replacement for any ongoing program.
4. The plan must provide for evaluation activities by both those responsible for implementing the program to be evaluated and those affected by the program.

MISSION OBJECTIVES RELATED TO BUILDING A SUPERIOR STAFF

Building a superior staff is one of the most difficult problems a school district faces. If teaching was a singular task and there was only one way to do it we could relegate the operation to a machine. There are those today who view the education process in just such simple terms and seriously suggest that we employ machines to do the job. There are some valid bases for this assumption. In the process of learning we may find some mechanistic activities that can be better done by machine. A machine has infinite patience, a trait lacking in people. Poor performance by some staff is another reason for looking at the machine. In such cases it is tempting to substitute the efficiency of the machine for the ineffectiveness of people.

Realistically, teaching is not a simple process that can be relegated to a machine in a vain search for efficiency. Education is an intimate process involving both physical and intellectual personal contacts. This continuing confrontation of ever-changing personalities in an evolving community, where societal standards and needs are not fixed, is a relationship that cannot be escaped. The problem a school district faces is how to staff the schools in such a way that most of this confrontation results in changes that benefit all people involved, both teacher and student. There is no doubt that students learn from teachers; it is what they learn that identifies the quality of the staff.

The school district has the responsibility to provide the best staff possible and there are certain specific things that should be done. The following five steps to develop a superior staff are simple in concept. In actual practice they involve many value judgments.

Step 1: A person should be properly trained to perform the task he is expected to do.

Step 2: A person should be assigned tasks for which he is prepared.

Step 3: A person assigned a task should understand exactly what he is supposed to do.

Step 4: A person's performance should be evaluated in terms of how well assigned tasks were accomplished. In this way we may identify excellence, correct deficiencies or eliminate the incompetent.

Steps 1 to 4 are all oriented to the individual, and even if each step was accomplished to perfection the total district program could lack coordination and become a classic study in contradiction and frustration. A further step is needed.

Step 5: Personnel of the district must be in communication with each other. This is perhaps the greatest problem in building a superior staff. Our traditional heritage of a self-contained program by a single teacher in a self-contained classroom is most unrealistic in today's complex interdependent social structure.

The following five mission objectives, K through P, are directly related to these five basic steps to build a superior staff.

MISSION OBJECTIVE K	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR A COORDINATED, SYSTEMATIC PROGRAM OF IN-SERVICE TRAINING

Solution Criteria

1. The program must provide for staff participation in in-service education on a regular basis.
2. The program must provide for participation in some in-service education as an integral part of every staff assignment.
3. The program must provide for correcting deficiencies in performance as identified by evaluation.

4. The program must be structured to provide the staff with opportunities to keep current with general and theoretical educational thought and practice, as evidenced by specific activities that account for the following concerns:
    a. Trends in education.
    b. Learning theories.
    c. New and changing methodology.
    d. Current content and material.
    e. Provision for encouragement of active staff participation in professional activities such as conference and conventions.
5. The program must be structured to provide practical training to meet specific current needs within the district as evidenced by specific activities that:
    a. Prepare and maintain skills of adult education staff.
    b. Provide for unique needs of vocational education instructors.
    c. Prepare those who evaluate staff.
    d. Meet identified performance deficiences.
    e. Prepare those who will initiate or be included in new programs.
    f. Prepare staff a develop and use behavioral objectives.
    g. Prepare those who will be assigned to work with minorities.
    h. Maintain skills of those who work with minorities.
    i. Develop awareness of minority educational problems on the part of the total district.
    j. Acquaint staff with district policies and procedures.

MISSION OBJECTIVE L	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR PERSONNEL ASSIGNMENT WHICH WILL MAXIMIZE EFFECTIVENESS OF DISTRICT STAFF

Solution Criteria

1. The procedures must include consideration of the following:
    a. Restructuring of staff to meet the needs of individual schools; emphasis on minority schools.
    b. Recruitment of minority staff to accomplish "ethnic balance".
    c. Recruitment and maintenance of balanced level of staff experience; emphasis on junior high and minority schools.
    d. Recruitment and retention of personnel who are effective in minority schools.
    e. Utilization of special talents of individuals who are self-trained or whom the district has trained.
2. The procedure must clearly show that:
    a. All personnel assignments are made in cooperation with the person being assigned.
    b. All assignments made shall be subject to review with the right to initiate the review granted to any party affected by the assignment.
3. The procedures developed must include a clear understanding of steps to be taken by those desiring promotion.

MISSION OBJECTIVE M	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR ESTABLISHING APPROPRIATELY DEFINED ROLES AND RESPONSIBILITIES FOR ALL DISTRICT PERSONNEL

Solution Criteria

1. The procedures developed must:
    a. Be a product of involvement of personnel concerned.
    b. Include the mechanism for a continual up-dating of job descriptions.
2. The products of the procedure shall be:
    a. A description in writing of what each district employee is expected to do and in the hands of that employee.
    b. Every task in the district assigned to a specific position.
    c. Every employee given in writing, the name of the position (or person) to whom he is immediately responsible in the performing of his assigned duties.

MISSION	PROJECT DESIGN
OBJECTIVE	DEVELOP A PROCEDURE FOR IMPROVED
N	PERSONNEL PERFORMANCE EVALUATION

Solution Criteria

1. The evaluation procedure must:
    a. Be uniform throughout the district.
    b. Be objective in its orientation.
    c. Include employees at all levels.
    d. Provide for uniform evaluation by different evaluators.
    e. Concentrate on defined job responsibilities.
    f. Emphasize strengths.
    g. Provide mechanism for developing solutions for identified weaknesses.

Note - No Mission O designated to avoid confusion with numeral 0.

h. Increase dimensions of self-evaluation .

i. Provide for periodic evaluations at specific times.

j. Provide for evaluation by both those responsible to as well as responsible for the person being evaluated.

k. Provide a means by which the results of any evaluation shall be made known to all parties involved in writing.

MISSION OBJECTIVE P	DEVELOP PROCEDURES FOR IMPROVING INTERNAL COMMUNICATIONS

Solution Criteria

1. The procedures must provide for elimination of the following general weaknesses:
   a. Lack of feeling of "openness" or inquiry within the district.
   b. Weak intra and inter-disciplinary articulation.
   c. Lack of agreement and understanding of general and specific curricular objectives.
   d. Lack of staff involvement in planning for change.
   e. Lact of understanding as to limits of authority and responsibility of district personnel at all levels.
   f. Lack of understanding regarding district policies and procedures.
2. The procedures must provide for elimination of the following specific curricular or program communications problem:
   a. Lack of staff understanding of purposes and operation,

guidance and counseling, vocational education, adult education, and student activity programs.

b. Lack of effective communication with adult education students and dropouts.

MISSION OBJECTIVES RELATED TO UTILIZING PHYSICAL RESOURCES

Physical resources are essential to enable a superior staff to develop and maintain a superior educational program. However, such resources must be effectively and efficiently managed if the district is to fully benefit from their use. The following four missions Q through T, identified in the Needs Assessment related to the use of resources.

MISSION OBJECTIVE Q	PROJECT DESIGN SHALL DEVELOP A PLAN FOR MANAGEMENT REORGANIZATION TO EFFECTIVELY MEET CRITICAL MANAGEMENT RESPONSIBILITIES

Solution Criteria

1. The plan must identify major management responsibilities.
2. The plan must provide for administrative staff reorganization.
3. The plan must provide for availability of appropriate and necessary information in readily usable form.

MISSION OBJECTIVE R	PROJECT DESIGN SHALL DEVELOP A PLAN FOR FUTURE SCHOOL SITE ACQUISITION

Solution Criteria

1. The plan must include provision for appropriate interagency long-range planning involvement.
2. The plan must include recognition of current building program plans.
3. The plan must include school organization patterns with appropriate rationale.
4. The plan must include projection as far into the future as practicable.

MISSION OBJECTIVE S	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR MAINTAINING AND IMPROVING STAFF PARTICIPATION IN DEVELOPING EDUCATIONAL SPECIFICATIONS FOR SCHOOL FACILITIES

Solution Criteria

1. The procedures must provide for an evaluation of the current building specification structure.
2. The procedures must include recommendations for the orderly collection of improvement suggestions.
3. The procedures must include recommendations for strengthening future educational specification development.

MISSION OBJECTIVE T	PROJECT DESIGN SHALL DEVELOP A PLAN FOR MAXIMAL UTILIZATION OF FISCAL RESOURCES

Solution Criteria

1. This plan must include procedures to increase benefits from available resources
2. This plan must identify potential resources not currently used.

MISSION OBJECTIVES RELATED TO MINORITY GROUPS

Many minority students attending Fresno City Schools are not receiving the education that they should: the reasons for this condition are many, varied, and extremely complex. The student who is a member of a minority group living in an economically depressed area often lacks the individual skills and motivation to realize the total benefit of what the schools have to offer. All to often, what the schools offer is not relevant to his life as he lives it at home and in his local neighborhoood. The schools and the total Fresno community both realize they have an obligation to this child but do not know how best to meet this obligation.

A lack of effective communication between the student, his family, and the schools is one of the greatest barriers to developing a program both meaningful to the student and in keeping with the adopted objectives of the district. The minority student is not sure just what he wants nor are his parents or guardians, but they are sure that what they are presently being offered is not what they want. The schools, on the other hand, try to provide the minority student with exactly the same opportunities given the majority student of the community and are consequently puzzled when this offering is not accepted.

At the present time all governmental levels, Federal, State and local, realize the severity of social problems presented by minority ethnic groups and they realize that the problem is compounded by the generally unfavorable economic conditions that are associated with these groups. The common cry from both ghetto and community as a whole is "Education". The schools are assigned the task of correcting a social ill not of their creation. Some help is provided in a massive program generally called compensatory education. While gains of some types have been made, notably pre-school, we continue to have a wider separation in both educational achievement and meaningful communication. The result of this increasing separation of skills and economic ability is evident in any community with a significant minority population.

The schools cannot by themselves eliminate the problems resulting from conditions of ethnic and economic imbalance. Indeed, these problems may never be totally resolved. However, the schools must take significant steps to improve the education of minority group students. The Needs Assessment recognized this primary mission.

MISSION OBJECTIVE U	PROJECT DESIGN SHALL DEVELOP PROCEDURES FOR REDUCING THE INEQUALITY OF EDUCATIONAL ATTAINMENT BY MINORITY STUDENTS

Solution Criteria

1. Procedures must be based on community value decisions.
2. Procedures must include decisions about ethnic balance of facilities and student populations.
3. Procedures must provide for meaningful curriculum, materials, and methodology based on ethnic interests and cultural backgrounds of minority students.
4. Implementation of recommended procedures must result in the following:

a. Achievement will reveal no difference among students that can be identified with ethnicity.

b. Any student may attend any school within the district that gives him the maximum opportunity for educational attainment.

c. Compliance with all State and Federal laws and regulations concerning ethnic balance in a school district.

d. Student performance as measured by standardized evaluation instruments that is comparable to that of other communities with comparable population composition.

II. RECOMMENDATIONS FOR CHANGE

Introduction 1
1. Objectives. 5
2. Staffing. 13
3. Job Description 39
4. School Role in Community. 47
5. External Communications 57
6. Curriculum Study. 71
7. Operational Structure 83
8. In-Service Education. 107
9. Evaluation. .121
10. Guidance. 133
11. Vocational Education 155
12. Personnel Evaluation 187
13. Educational Specifications. 197
14. Early Childhood Education 207
15. Organization Patterns 227
16. Research and Development. 257
17. Role of Board 271
18. Community Data Register 293
19. High School Curriculum 307
20. Adult Education 333
21. Minority Educational Needs. 341
Index 373

INTRODUCTION

How Recommendations Were Generated

A great many potentially valuable tentative recommendations for improving educational services for the citizens of Fresno were produced. The project staff secured these from many sources, and over a span of many months. Some were "little" suggestions, others had more sweeping potential.

In spite of the Phase I focus on assessing needs, a number of ideas and suggestions were made by school staff, citizens and students in the Brainstorm and Speak-Up subprojects. Local educational leaders contributed recommendations. Task Force specialists in the curricular fields and those assessing service areas and particular needs of minorities contributed heavily.

During the conversion of identified educational concerns into validated needs the project committees, drawn from outstanding district teachers and administrators, were asked to suggest recommendations when they had just finished their detailed review of certain areas of educational need.

As the basic and causal needs became clear through a partial system analysis, the project moved into Phase II, the design of the Educational Master Plan.

Available recommendations were focused directly on specific needs. The project staff rearranged data to generate more recommendations.

District and staff members visited various schools and school systems where relevant exemplary educational activities were operating. A comprehensive scrapbook was made of local newspaper reports about community planning, educational problems, minorities, and school activities. Superintendent's cabinet members were individually probed for their recommendations and cabinet meetings were monitored. Meetings of the interagency Technical Liaison Committee were monitored and conferences were held with various member agency representatives. The Project Advisory Committee discussed major community educational problems and some solutions with the staff. School board meetings were monitored and minutes were screened. Selected school staff members were invited to the project office for penetrating interviews through which the staff facilitated development of more alternative recommendations and evaluated others. Periodic meetings of the Fresno Community Council were attended. Staff attended meetings of committees of the Fresno Teachers Association upon request and several conventions were attended when it appeared that the content might be valuable. Literature was researched for fresh ideas to improve education. Telephone calls were made to expert resources in a number of states. Contracts to develop certain kinds of recommendations according to specifications shaped by mission criteria were issued to qualified consultants.

From this gestalt of techniques was produced a vast array of tentative recommendations ranging from the frivolous through humorous to the most serious, from the instant and specific to those of breadth, daring and imagination.

How Optimum Recommendations Were Selected

Major strategy configurations are the most difficult to understand and to develop. Yet they are highly significant because they provide the coordinative framework on which other decisions are built.

The sequence by which recommendations were evaluated thus began with the so-called "big" decisions and progressed to those with less probable impact.

The primary criterion was, of course, relevance. What strategies could be visualized to be pertinent to the greatest number of mission criteria? At every level of decision making about recommendations, staff members vigorously debated with each other, with the principal consultant, and with many others to evaluate recommendations by the following criteria which are ranked in order of importance:

1. Relevance - Does it satisfy an identified Fresno need as shown by the mission criteria?
2. Effective - Will it be beneficial, really produce a valuable change for education?
3. Feasible - Is it practical and possible within current constraints without creating new problems?
4. Internally consistent - Does it fit into the framework of the Educational Master Plan and match with other recommendations?
5. Efficient - Is it manageable, simple to execute, the most direct way of doing what is needed without wasted effort?
6. Clearly stated - Is it worded so it can be easily understood by all?

How Recommendations Are Reported

Because of the broad scope and interdependence of identified missions, it was not feasible to design direct solutions for each mission objective as such. Instead, a number of activities were developed as recommendations. The sum of these recommendations meet the total of the mission criteria reported in Part I of this volume. The missions addressed are identified at the beginning of each group of recommended activities.

Most of the recommendations reported in this section are in sets, each called an Activity Series. Each series is complete, requiring several years and many decisions and activities for implementation. Most activities would affect more than one of the missions with which the Fresno City Schools should concern itself.

These recommendations were designed to allow each series to be implemented either individually or in combination with others; either simultaneously or at differing time periods. For optimum effect all should be implemented.

Behind the narrative for each activity is a fold-out diagram. Opening and referring to the flow chart diagram of activity recommendations will assist the reader in understanding the explanations about each Activity Series.

After the Activity Series are other recommendations which did not lend themselves to the time sequence serialization of the first reported recommendations. Following Activity 21, is an index of recommendations which satisfy each mission criterion.

> "Perhaps the most valuable result of all education is the ability to make yourself do the things you have to do, when it ought to be done, whether you like it or not; it is the first lesson that ought to be learned; and however early a man's training begins, it is probably the last lesson that he learns thoroughly."
> -- Thomas Henry Huxley 1877

ACTIVITIES SERIES 1 DEVELOP EDUCATIONAL OBJECTIVES

Rationale

The need for specific behavioral educational objectives was documented in section III of Volume B. Objectives define in precise terms exactly what identified individuals should do. Tasks assigned the "school" are literally assigned to an institution as an entity, rather than to people, even though it is people who must eventually perform them. This activity series describes what the district should do to define its program in "people", rather than, "institutional" terms. As it is implemented the district will:

1. Identify meaningful activities currently performed that should be maintained.
2. Identify irrelevant activities that should be discarded.
3. Identify deficiencies that need to be corrected.

Activity 1.1 Review Project Design examples and concepts regarding establishment of educational objectives system

School Year 1969-70

A pattern for the establishment of educational objectives was presented in section III of Volume B. The proposed pattern is not arbitrary, nor is it the only possible pattern to use. The definition of levels of objectives as discussed, however, is particularly appropriate to the recommended configuration of management accountability.

It is recommended that the superintendent's cabinet approve or modify the pattern as proposed, and then approve or modify the implementation plan as it is described in the remainder of Activity 1.0.

Activity 1.2 Spring 1970 — Secure Board of Education commitment to pattern of educational objectives

The Fresno City Board of Education has operationally approved and encouraged the creation of behavioral objectives within its many programs. It is recommended, therefore, that the Board of Education give its formal approval to the establishment of such a system. Such action will concentrate effort in this direction.

A commitment to the development of a comprehensive battery of objectives within the district is directly correlated with functions within the area of in-service education (Activity 8.7). If all levels of the district are to be encompassed, it is necessary that a significant number of individuals in key positions be well-aquainted with the procedures and criteria for developing behavioral objectives. Operation Renewal has trained a cadre of administrators and teachers to prepare behavioral objectives.

Activity 1.3 — Collect available educational objectives

Fall 1970

It is to the credit of the district that the process of constructing educational objectives has been initiated and is already underway. Individual teachers, some administrators, and some department heads have already begun to construct and to secure approval of behavioral objectives pertinent to their own particular areas. A comprehensive compilation of existing behavioral objectives should continue to take place at the district level. Copies of every teaching objective should be maintained at the office of the division head. This activity is the responsibility of all teaching personnel but should be monitored through the Division of Instruction.

Activity 1.4
Spring 1969

Initiate development of new objectives for current ongoing programs

As in-service education increases, each level of the school district's operation should begin to develop comprehensive objectives according to the adopted format. It is anticipated that within the year a basic bank of objectives will have been established to provide the basis for developing evaluation instruments, and initiating development of individual student program objectives. It should be pointed out that, in its beginning stages, a demand for precise well-organized objectives, written in the characteristic behavioral form, would be unrealistic. Those districts which have attempted to produce comprehensive behavioral objectives have found that demands or expectation for objectives in the "pure" form discourage the process to a significant degree. The developing of objectives must be considered a continuing process of creation, review and revision. Only after an operating period of several years can objectives be considered sufficiently solid and comprehensive to provide a valid base for evaluation.

Activity 1.5
1969-70

Require objectives from any proposed new program

It is presently the policy of Federal and State programs to require objectives to be stated in behavioral terms; consequently, a Federal or State funded program currently operating is either now based upon or being adapted to an evaluative process based upon behavioral objectives. It is recommended that Board policy require that objectives be clearly stated and means for evaluation be included as new programs (whether Federal or State Funded, or locally sponsored) are established.

Activity 1.6
School Year
1970
Continuing

Establish an ongoing district bank of instructional and managerial objectives

At a centrally located place a complete bank of district objectives, from the Board level down to school levels should be created. This bank should include all currently accepted instruction and managerial objectives at the Board of Education and superintendent levels, but should not necessarily include the instructional and management objectives of the schools nor classroom instructional objectives. It is anticipated that the objective bank will be kept in conjunction with the proposed policy and value banks described in Volume B, and will be collectively employed as a base for managerial and instructional operation within the district.

Activity 1.7 Establish and maintain bank of district objectives

Spring 1971 As the comprehensive data bank involving behavioral objectives for the district at all levels is composed, and initial district testing takes place, the determination of district-wide minimum standards of performance becomes a practical possibility. It is recommended that, by the Spring of 1971, a representative committee of educators (Activity 9.2) be created to establish a structure for defining a system of minimum standards of performance. These minimum standards shall constitute go/no-go standards at all appropriate levels of the educational program.

Activity 1.8 Continue recycle

Continuous Activities 1.8 and 1.10 involve the process of recycle in which a continuous process of re-evaluation and modification is employed. In the former case the constant evaluation of existing minimum standards or go/no-go specifications is required.

Activity 1.9 Examine objectives in terms of relevance

Spring 1971

At the same time that the process of determining minimum standards takes place, a comprehensive examination of existing objectives in terms of relevance should also take place. This process must be coordinated with Activities 4.8, 4.9, 5.4 and 5.7, which involve the definitions of role functions of the schools with provisions for reaction through representative advisory curricular and program committees.

Activity 1.10 Initiate program changes

Fall 1972
Continuing

On the combined evaluations of minimum standards, district objectives, the relevance of district objectives, and the continuing evaluation process as provided in Activity 9.0 a basis for modification of current school program will exist. Modifications may take place as described in Activities 1.12, 1.13 and 1.14.

Activity 1.12 Continual updating of present relevant programs

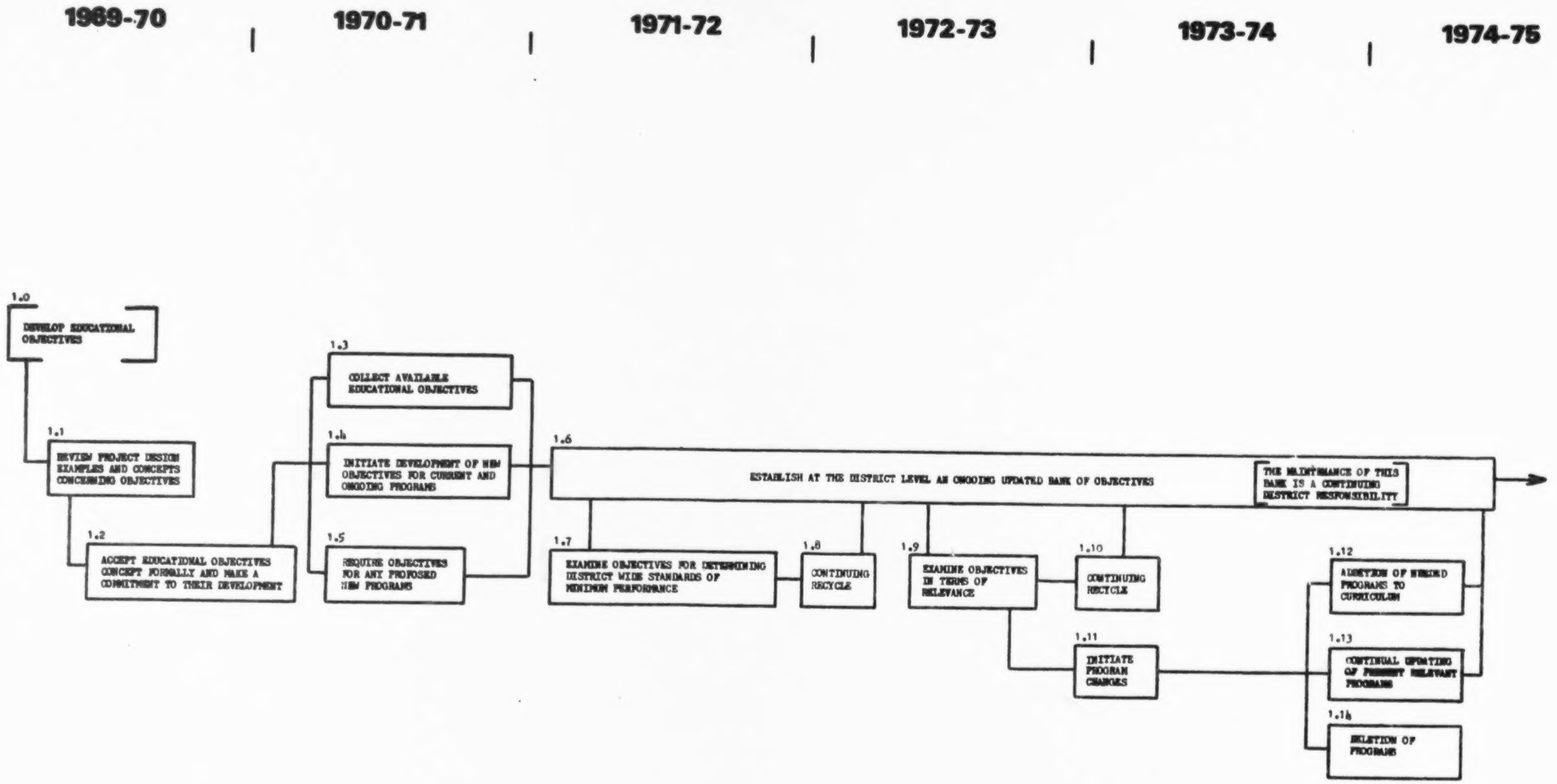
(Self-explanatory)

Activity 1.13 Addition of needed programs to curriculum

(Self-explanatory)

Activity 1.14 Deletion of unnecessary programs

(Self-explanatory)


1969-70
1970-71
1971-72
1972-73
1973-74
1974-75
1.0
DEVELOP EDUCATIONAL OBJECTIVES
1.1
REVIEW PROJECT DESIGN EXAMPLES AND CONCEPTS CONCERNING OBJECTIVES
1.2
ACCEPT EDUCATIONAL OBJECTIVES CONCEPT FORMALLY AND MAKE A COMMITMENT TO THEIR DEVELOPMENT
1.3
COLLECT AVAILABLE EDUCATIONAL OBJECTIVES
1.4
INITIATE DEVELOPMENT OF NEW OBJECTIVES FOR CURRENT AND ONGOING PROGRAMS
1.5
REQUIRE OBJECTIVES FOR ANY PROPOSED NEW PROGRAMS
1.6
ESTABLISH AT THE DISTRICT LEVEL AN ONGOING UPDATED BANK OF OBJECTIVES
THE MAINTENANCE OF THIS BANK IS A CONTINUING DISTRICT RESPONSIBILITY
1.7
EXAMINE OBJECTIVES FOR DETERMINING DISTRICT WIDE STANDARDS OF MINIMUM PERFORMANCE
1.8
CONTINUING RECYCLE
1.9
EXAMINE OBJECTIVES IN TERMS OF RELEVANCE
1.10
CONTINUING RECYCLE
1.11
INITIATE PROGRAM CHANGES
1.12
ADOPTION OF NEEDED PROGRAMS TO CURRICULUM
1.13
CONTINUAL UPDATING OF PRESENT RELEVANT PROGRAMS
1.14
DELETION OF PROGRAMS

ACTIVITY SERIES 1

DEVELOP EDUCATIONAL OBJECTIVES

"Team teaching deflates pomposity, exposes nonsense and illuminates the dark corners of the classroom."
-- Dr. James Garvey

ACTIVITY SERIES 2 ADOPT STAFFING PROCEDURES TO MEET INDIVIDUAL SCHOOL NEEDS

Rationale

Personnel shall be assigned to positions in such a way that the students attending school shall receive the maximum benefit of the personnel available to the district.

At the present time personnel assignments are made independently for certificated and non-certificated staff. Certificated personnel are assigned to schools on the basis of a pupil-teacher ratio, with the specific pupil contact time determined by minutes at the elementary level and by periods at the secondary level. Classified personnel are assigned to schools according to the number of teachers in that school, with the exact number assigned slightly modified when the enrollment of the school exceeds a fixed number. Such an assignment policy, based on numbers of pupils only, appears to be a fair and equitable system. However, such a plan fails to take into account several considerations.

One consideration is the specific program selected by an individual school. Modification of programs and changes in instructional methodology require modification in personnel assignment. An effective teaching operation includes activities performed by both certificated and non-certificated staff. Such modifications already occur at Ahwahnee Junior High, where modular scheduling presently utilizes cooperative action of both certificated and non-certificated personnel and the usual 6 period per day teacher is not relevant. Therefore, at this school the present policy is not being used. Grouping of students for specific programs at the elementary level, (for example, Project Read), also would benefit from the combined operation of various personnel with varying degree of student contact.

The district has demonstrated its willingness to implement innovative programs and such innovation should be encouraged. The staffing procedures proposed in this document provide the mechanism whereby the district can provide appropriate staff for such programs without departing from normal operating procedures.

A second consideration that raises questions about fixed pupil-teacher-time ratios is the fact that services needed in a school are not always directly proportional to the size of the school. There are certain services that are needed regardless of the school size, even though some modification can be made by making an assignment in which one person provides services for more than one small school. Such assignments cause changes in established staffing ratios.

A third consideration that affects established fixed staffing ratios is the socio-economic condition of the majority of the student body. At the present time staffing patterns are modified as various compensatory education programs are implemented and the staffing of such programs varies as the resources for providing these program changes.

Personnel assignment by staffing unit describes a method by which the district can staff the schools within the identified budget restrictions for any year and yet meet the specific educational needs that are unique to individual schools. This proposal places the responsibility for determining how staff resources shall be used at the individual school level where the program is to be implemented and accountability is focused.

The implementation of the procedures proposed in Activity Series 2 will result in the following:

1. Each school will determine, within the resources provided by the district, the number and type of positions needed to best implement the adopted program of that school.
2. Each school will have the responsibility for determining exactly how personnel shall be used to implement an adopted program.
3. Each shool will be given some flexibility in staffing so that varying types of methodology may be used in implementing it program.
4. The mechanism will be created whereby varying instructional methods may be compared for effectiveness.
5. More accurate cost/benefit analysis of specific educational activities at the various levels of instruction will be possible.
6. More interstaff contact which encourages the sharing of effective methods and means will result.

Activity 2.1 Accept staffing unit concept

Fall 1969 The district at either the board or administrative level makes the decision to modify the present method of staffing schools.

Activity 2.2	Determine pilot program only
Fall 1969	The decision to modify staffing methods shall be implemented first on a pilot school basis. Before making any selection of pilot schools, Activities 2.3 and 2.4 should be completed with the resulting information disseminated throughout the district.
Activity 2.3	Translate present school staffing pattern into "staffing units"
1969-70	The school staffs throughout the district should be translated into "staffing units". This has been done by Project Design with the following results:

* Indicates Compensatory designation (data 1968-69 school year)

NAME OF SCHOOL	NO. STAFFING UNITS	NO. OF PUPILS	PUPILS/STAFFING UNIT
Addams	16.56	414	25.00*
Aynesworth	14.84	302	20.34*
Baird	18.34	560	30.53
Birney	22.78	603	26.47
Bullard Elem.	17.37	542	31.19
Burroughs	33.00	822	24.91
Calwa	31.69	798	25.18*
Carver	25.32	528	20.85*
Centennial	28.49	822	28.84
Columbia	21.50	503	23.38*
Dailey	21.56	591	27.41
Del Mar	15.28	410	26.83
Easterby	26.98	761	28.20
Emerson	10.03	209	20.84*
Ericson	15.28	417	27.29
Ewing	30.56	822	26.89
Figarden	5.10	110	21.56*
Franklin	37.08	652	17.58*
Fremont	20.28	438	21.59
Heaton	20.28	580	28.59
Gibson	20.28	613	30.22
Holland	39.43	1016	25.76
Homan	21.28	590	27.72
Jackson	18.09	493	27.24
Jefferson	28.87	614	21.26*
Kirk	29.61	542	18.30*
Kratt	14.28	428	29.27
Lafayette	18.28	517	28.28
Lane	39.45	1031	26.13*
Lincoln	40.05	721	18.00*
Lowell	18.54	405	21.84*
Malloch	11.28	281	24.91
Manchester	18.03	467	25.90
Mayfair	21.28	588	27.63
Muir	24.28	610	25.12
Norseman	22.28	608	27.28
Powers	16.28	460	28.25
Pyle	22.62	676	29.87
Robinson	31.81	854	26.84
Roeding	21.28	579	27.20
Rowell	28.62	706	24.66*
Scandinavian	20.28	553	27.26
Tielman	18.00	379	21.06*
Thomas	38.29	1056	26.90
Turner	19.22	517	26.90
Viking	29.18	829	28.40
Vinland	25.56	735	28.75
Webster	24.53	596	24.29*
Wilson	39.36	1096	27.84
Winchell	36.83	928	25.19*
Wishon	14.28	403	28.22
Wolters	37.36	1057	28.29

NAME OF SCHOOL	NO. STAFFING UNITS	NO. PUPILS	PUPILS/STAFFING UNIT
Addams Jr. High	11.64	189	16.23*
Ahwahnee	34.97	818	23.39
Cooper	41.19	927	22.50
Fort Miller	46.44	1080	23.25
Hamilton	42.86	1074	25.05
Irwin	43.55	569	13.06*
Kings Canyon	45.09	1086	24.08
Sequoia	51.65	1176	22.76*
Sierra	55.19	1339	24.26
Tenaya	41.98	1036	24.67
Tioga	48.75	1193	24.47
Wawona	33.72	768	22.77
Yosemite	55.02	1270	23.08
Bullard High	73.50	1448	19.70
Edison High	79.55	1034	12.99*
Fresno High	116.76	2453	21.00
Hoover High	88.86	1873	21.07
McLane High	125.16	2715	21.69
Roosevelt High	126.60	2388	18.86*

Initially it is recommended that the following student/staffing unit ratios be adopted for use in pilot schools.

	General	Compensatory Education
Elementary	27.52	22.08
Junior High	23.75	17.35
Senior High	20.86	15.92

The adoption of these ratios will allow the staffing units to be implemented with no major changes in the cost of staffing schools. Each school should have a principal and one secretary independently of staffing units assigned.

Material of a similar nature developed by the Newport-Mesa Unified School District is included in the Appendix.

The following table translates the present staff of Fresno City Schools into staffing units based upon present positions and the average salaries of personnel presently in those positions.

Type Position	Cost in Staffing Units	Cost in $
Teachers	1.00	9,780.59
Sr. High Vice-Principal	1.68	16,452.00
Sr. High Dean	1.56	15, 326.00
Psychologist	1.52	14,946.00
Jr. High Dean	1.52	14,892.00
Sr. High Counselor	1.42	13,943.00
Jr. High Counselor	1.36	13,308.00
Psychometrist	1.30	12,753.00
Elem. Head Teachers	1.23	12,110.00
Nurse	.94	9,267.00
Secretary - Clerk	.56	5,520.00
Classroom aide (40 hour/week)	.25	2,464.00

Activity 2.4 Fall 1970	Identify staff variations possible under present budget allocation using "staffing units" Determine what variations in staff would be available to the selected pilot schools on the basis of existing staffing unit assignment. This step involves reviewing Fresno staffing data and doing extensive research into what is being done in other districts where different programs are in effect, i.e., Newport-Mesa, Fountain Valley. District personnel, teachers and school administrators should participate and prepare a report of their investigation of possible variations for distribution by Spring 1970.
Activity 2.5 Start Fall, 1970 Continuing through implementation of first year pilot program	Examine present ratio differences in schools due to grade level, SES, etc. At the same time that staffing variations are being discussed for possible implementation, the district should also examine the variations in our present assignments when they are converted to staffing units (refer to Activity 2.3). Any observed differences in present staff availability in a school should be justified or procedures should be initiated to achieve a more equitable staff allowance. This study should be completed by Fall, 1973.
Activity 2.6 Spring-Summer 1971	Select pilot schools for initial development of staffing unit implementation Select the pilot schools to be involved in implementing the pilot program in staffing units. The selection should be

made upon the basis of the individual school staff's understanding of staffing-unit concepts and its demonstrated willingness to try this activity. (See Activity 8.12)

Activity 2.7
School Year
1971-72

Train selected personnel to fully utilize staffing unit concept in developing pilot school program

During this school year the staffs of schools selected for pilot implementation of the staffing unit concept should participate in an in-depth preparation program for the following year when this concept is to be implemented. This will involve training as developed in Activity 8.14. By Spring 1972 the selected staffs should prepare individual school programs for specific students (Activity 7.20) and make specific recommendations to the personnel office in regard to staffing needs for the following year to implement the designed program. The development of the total school program plan should be done in cooperation with parents (Activity 7.14) whose children will be affected by the proposed modifications. When the total plan is completed and approved (Activity 7.21) the staff should clearly state the expected outcome of the program to aid in the first year evaluation (Activities 7.28, 7.29 and 2.9).

Activity 2.8
School Year
1972-73

Implement first year of pilot program

Implement the pilot program of staffing, i. e., teach school.

Activity 2.9 Evaluate pilot program and propose modifications

Spring 1973

Evaluation of the first year of the pilot program is really an ongoing activity that has been concurrent with the implementation (Activity 2.8). In the spring the evaluation should be completed and the results disseminated to other schools and to parents of children in the pilot. The experiences of the first pilot year plus results of the ongoing study of staffing unit variation (Activity 2.5) should be incorporated for planning the second year pilot. The same student/parent staff planning relationships that occurred in Spring, 1972 are repeated in designing the program for the second year of the pilot. It is desirable to increase the number of schools involved in the pilot study at this time. This would involve the preparation and training of additional personnel.

Activity 2.10 Implement second year of pilot program

School Year 1973-74

Implement the pilot program for the second year.

Activity 2.11 Propose changes in staffing unit ratios based upon identified specific school needs

Fall 1973

Utilize the information gained in the staffing unit variation study (Activity 2.5) plus the information from the first year pilot (Activity 2.9) to make recommendations for changing the numbers of staffing units assigned to schools with identified unique needs. Insofar as changing the ratio as a cost item there will have to be some in-depth budget priority determination (Activity 9.16). Any proposed changes in the assignment of staffing units to a school should be such as to enhance the school's opportunity to perform its unique functions (Activity 4.8), and any expected improvements should be included prior to selection of pilot schools where ratio changes are to be implemented.

Activity 2.12 Evaluate second pilot year and propose modifications

Spring 1973

Evaluate the second year of the pilot program. Prepare third year of the program. In light of the two years' experience, the third year of the pilot may be expected to involve some in-depth differentiated staffing. Positions such as a coordinating teacher for several grades, greater utilization of guidance trained personnel, and non-certificated aides are anticipated. Designing the specific student programs for the third year of the pilot should continue as a student/parent/teacher activity. Specific note should be taken of the nature of parent involvement in program planning. The effectiveness of the advisory committee (Activity 5.8) should also be considered and specific recommendations made for increasing its effectiveness.

Activity 2.13 Select schools for piloting ratio changes

Spring 1973

Select schools for piloting the implementation of varied ratio of staffing units assigned to schools. The schools selected could well be those that have had two years' experience utilizing staffing unit concepts. At this point the staffs of the schools to be selected should have considerable experience in identifying exactly what it is they expect students to achieve (Activities 1.6 and 7.18), and the approximate cost of gaining these achievements (Activity 7.27), using the cost/benefit ratios of the past and present operations. Specific proposals can be made for improving this ratio.

Activity 2.14 Implement third pilot year

School Year 1973-74

Implement third year of pilot program in utilizing staffing unit concept. Special effort should be made to gather data during the year for final published evaluation of the program (Activity 2.16). Of particular interest will be information relating to schools that are currently in the first year of the pilot, for from then on much information can be gained as to effective methods for district adoption of the pilot.

Activity 2.15 Implement first pilot year with ratio changes

School Year 1973-74

Implement the pilot program of varying the number of staffing units assigned a school. During this year special attention should be given by staff members to describing exactly what they are doing in their redesigned positions (Activity 3.10). Realistic job descriptions related to the varying responsibilities of personnel in differentiated staffing can be included in the final evaluation. Another significant activity this year is close cooperation with the local school advisory committee and principal in identifying resources that aid the program (Activities 7.15 and 7.22).

Activity 2.16
Spring 1974

Publish results and recommendations from all staffing unit pilot programs

Prepare a final evaluation of all pilot programs related to the use of staffing units. This evaluation should include specific information in regard to the roles developed by district personnel (Activity 3.17), unique educational objectives achieved because of the use of this concept (Activity 1.6), the effect of involving parents in planning (Activity 5.11), and the inter-relationships developed between the principal and staff in program development (Activities 7.8 and 7.9). The results of this evaluation should be used in making specific recommendations to the district in regard to the total implementation of staffing units. The recommendations should be quite specific as to the rate at which the program should be phased in district-wide and the personnel training required for effective district-wide adoption.

Activity 2.17
Spring 1974

Adopt formally the staffing unit concept for all schools

The district administration recommends to the Board of Education major changes in the method of staffing schools as proposed district policy. The recommendations should include a resumé of the plans to be followed in the process of district-wide implementation and the rationale for making changes in the present adopted staffing policies.

Activity 2.18
Spring 1974

Modify administrative procedural policies on personnel assignment

The district administration makes the necessary changes in administrative procedures to implement the district-wide use of staffing units.

Activity 2.19
Fall 1974

Continue staffing units in schools where established

Continue the use of staffing unit concepts in school and pupil program design in those schools where it has been established. These schools could well serve as a major reference for the district-wide training necessary for eventual complete implementation.

Activity 2.20
Fall 1974
continuing to
completion.

Phase-in staffing unit application as trained personnel become available

Determine exactly what schools and in what order staffing unit concepts are to be implemented. If trained personnel are available the program could start at once. As trained personnel are available implement staffing units in schools.

Activity 2.21
Fall 1974

Train district personnel for utilization of staffing unit concepts in designing school programs

Establish a district-wide, in-service education program (Activities 8.7 and 8.23) to train personnel to effectively use the staffing unit method of determining school personnel needs. This training should be given to identified school staffs, including the principal, for effective program planning and subsequent program implementation.

Activity 2.22	Implement program district-wide
1980	It is anticipated that an effective training program coupled with implementation as personnel become available would allow complete implementation of the staffing unit concept by the year 1980.

NEWPORT-MESA UNIFIED SCHOOL DISTRICT

BUDGET FORMULAS FOR ALLOCATING CERTAIN PERSONNEL, SUPPLIES AND EQUIPMENT

A. Staffing

1. Every school will have 1 principal and 1 secretary.

2. Each school will be allocated staff units in the following ratios:

(a) Kindergarten - 1 staff unit per 30 pupils

(b) Elementary (1-6) - 1 staff unit per 24.5 pupils

(c) Intermediate (7-8) - 1 staff unit per 21 pupils

(d) High School (9-12) - 1 staff unit per 19 pupils

As used in the above formula, a staff unit is defined as a personnel item, either certificated or classified clerical, with a certificated unit having a value of 1.0 and classified, 0.5.

The total staff units in a school includes all regular and special teachers, assistant and vice principals, counselors, librarians, learning analysts, nurses, secretaries, clerks, accompanists, teacher aides and nurses aides.

Special class teachers, e.g., physically handicapped class teachers, etc., are budgeted for separately in accordance with State requirements and are not included as a staff unit in formula application. They are:

(e) Educable Mentally Retarded - 1 certificated staff unit per 15 pupils

(f) Educationally Handicapped
Grades 1-8 - 1 certificated staff unit per 11 pupils
Grades 9-12 - 1 certificated staff unit per 12 pupils

(g) Hard of Hearing (1-12) -1 certificated staff unit per 8 pupils

(h) Trainable Mentally Retarded (1-12) - 1 certificated staff unit per 12 pupils

(i) Adaptive Physical Education - 1 certificated staff unit for each 5 classes of 20 pupils (or prorated portion thereof)

(j) Reading Instructors - Minimum of 1 teacher qualified under Miller-Unruh Reading Program to each K-6 school

B. Instructional Supplies and Materials

Instructional supplies and materials (budget categories 290 and 490) of the following types will be allotted to the schools by the budget formulas as indicated:

> Warehouse supplies, art supplies, music supplies, physical education supplies, curriculum aids, general and special instructional supplies, graduation expenses, programs, diplomas, periodicals, magazines, office supplies, travel, and workbooks (other than those that are supplied as a part of a regular textbook)

1. Elementary (K-6) Schools

$7.50 per pupil enrolled plus an additional $7.50 for pupils enrolled in new schools, plus an additional $7.50 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities, and $500.00 per school for principal's office supplies

2. Intermediate (7-8) Schools

$12.50 per pupil enrolled plus an additional $12.50 for pupils enrolled in new schools, plus an additional $12.50 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities, and $1,000.00 per school for principal's office supplies

3. High Schools (9-12)

$22.00 per pupil enrolled plus an additional $22.00 for pupils enrolled in new schools, plus an additional $22.00 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities, and $2,000.00 per school for principal's office supplies

The above allotments are made to the schools for regular pupils only. The basic instructional supply and material allotment for special education students will be made to the Special Education Coordinator's Operating Unit.

The above formulas do not provide for travel and professional growth activities for the principals which are budgeted in the Assistant Superintendent, Operations Division, Operating Unit on a non-formula basis.

C. Towel Service

Funds for towel service will be allocated to the Operations Operating Unit on the basis of $3.00 per pupil enrolled in Grades 7-12.

D. Student Instructional Study Trips

Funds to provide transportation of pupils for instructional study trips and athletics will be budgeted into one line item in the Operating Unit of the Assistant Superintendent, Operations Division, on the basis of $2.00 per pupil enrolled.

E. Emergency Fund

$10,000 to be allocated to budget category 290, Instructional Expenses, as a line item in the Operating Unit of the Assistant Superintendent, Operations Division, for special or emergency purposes as needed

F. Instructional Equipment

All existing Newport-Mesa Unified District schools, as well as new schools and classrooms to be constructed, are expected to be provided with basic minimum instructional equipment. In order to provide a gradual and continual upgrading of instructional equipment; to provide schools the opportunity to take advantage of technological developments in instructional equipment; to acquire furniture and equipment necessary to carry on specific instructional programs; to provide equipment designed to meet the unique needs of the particular pupil clientele of any given school; provision for instructional equipment is authorized within the limitations of the following formulas:

Elementary (K-6) Schools - $500.00 plus $2.00 times the number of pupils enrolled in excess of 250

Intermediate (7-8) Schools - $500.00 plus $3.00 times the number of pupils enrolled in excess of 200

High Schools (9-12) - $500.00 plus $5.00 times the number of pupils enrolled in excess of 167

G. Library Books (Replacement and Maintenance)

Funds for library books, other than major accessions to libraries, will be allocated by the following formulas:

Elementary (K-6) Schools - $600.00 plus $3.00 per pupil for those enrolled in excess of 100, this amount to be budgeted into one line item in the Instructional Materials Operating Unit

Intermediate (7-8) Schools - $600.00 plus $4.00 per pupil for those enrolled in excess of 100

High Schools (9-12) - $600.00 plus $6.00 per pupil for those enrolled in excess of 100

H. Library Supplies

Funds for library supplies will be allocated to the Instructional Materials Operating Unit for the use of all schools on the basis of 25 cents per pupil enrolled in all schools of the district.

I. Other Books

Funds for supplemental texts and other reference books will be allocated to the schools on the basis of the following formulas:

Elementary (K-8) Schools - $1.00 per pupil

High Schools (9-12) - $1.50 per pupil

J. Textbooks

Funds for textbooks will be allocated by the following formulas:

Elementary (K-6) Schools - 50 cents per pupil, this amount to be budgeted in one line item in the Instructional Materials Operating Unit

Intermediate (7-8) Schools - $1.00 per pupil, this amount to be budgeted in one line item in the Instructional Materials Operating Unit

High Schools (9-12) - $6.00 per pupil

K. Textbook Repairs

Funds for textbook repairs will be allocated to the Instructional Materials Operating Unit for all schools on the basis of the following formulas:

Elementary (K-8) - 20 cents per pupil

High School (9-12) - 40 cents per pupil

L. Custodial Supplies

Funds for custodial supplies will be allocated to the Operations Unit on the basis of $2.00 per pupil enrolled in all schools of the district

M. Grounds Supplies

Grounds supplies will be allocated to the Operations Unit on the basis of $3.00 per pupil enrolled in all schools of the district.

Approved by Board of Education
January 2, 1968

BUDGET FORMULA REVISIONS

In reconciling operating unit budget requests to Budget Guide amounts, Dr. Loats, in his memorandum of March 22, 1968, made the following Budget Formula revisions:

A. Staffing

2. Each school will be allocated staff units in the following ratios:

(b) Elementary (1-6) - 1 staff unit per 24.75 pupils

B. Instructional Supplies and Materials

1. Elementary (K-6) Schools

$7.00 per pupil enrolled plus an additional $7.00 for pupils enrolled in new schools, plus an additional $7.00 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities and $500.00 per school for principal's office supplies.

2. Intermediate (7-8) Schools

$12.00 per pupil enrolled plus an additional $12.00 for pupils enrolled in new schools, plus an additional $12.00 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities and $1,000 per school for principal's office supplies.

3. High Schools (9-12)

$21.50 per pupil enrolled plus an additional $21.50 for pupils enrolled in new schools, plus an additional $21.50 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities and $2,000.00 per school for principal's office supplies.

D. Student Instructional Study Trips

Funds to provide transportation of pupils for instructional study trips and athletics will be budgeted into one line item in the Operating Unit of the Assistant Superintendent, Operations Division, on the basis of $1.75 per pupil enrolled.

E. Emergency Fund

$5,000.00 to be allocated to budget category 290, Instructional Expenses, as a line item in the Operating Unit of the Assistant Superintendent, Operations Division, for special or emergency purposes as needed.

F. Instructional Equipment

1. Elementary (K-6) Schools - $250.00 plus $1.00 times the number of pupils enrolled in excess of 250
2. Intermediate (7-8) Schools - $300.00 plus $2.00 times the number of pupils enrolled in excess of 200
3. High Schools (9-12) - $333.00 plus $4.00 times the number of pupils enrolled in excess of 167

H. Library Supplies

Funds for library supplies will be allocated to the Instructional Materials Operating Unit for the use of all schools on the basis of 20 cents per pupil enrolled in all schools of the district.

BUDGET FORMULA REVISIONS

When it became possible to reinstate certain items that had previously been cut from the budget, Dr. Loats in his memorandum of June 20, 1968, made the following reinstatements in Budget Formulas which have been incorporated in this Operating Budget:

B. Instructional Supplies and Materials

1. $7.50 per pupil enrolled plus an additional $7.50 for pupils enrolled in new schools, plus an additional $7.50 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities and $500 per school for principal's office supplies.

2. Intermediate (7-8) Schools

   $12.50 per pupil enrolled plus an additional $12.50 for pupils enrolled in new schools, plus an additional $12.50 per pupil for pupils in excess of the number enrolled as of May 17, 1968, of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities and $1,000 per school for principal's office supplies.

3. High Schools (9-12)

   $22.00 per pupil enrolled plus an additional $22.00 for pupils enrolled in new schools, plus an additional $22.00 per pupil for pupils in excess of the number enrolled as of May 17, 1968 of which 15 cents per pupil enrolled will be allocated for health supplies, $2.00 per staff unit will be allocated for mileage, $10.00 per staff unit will be allocated for professional meetings and professional growth activities and $2,000 per school for principal's office supplies.

D. Student Instructional Study Trips

Funds to provide transportation of pupils for instructional study trips and athletics will be budgeted into one line item in the Operating Unit of the Associate Superintendent, Operations Division, on the basis of $2.00 per pupil enrolled.

F. Instructional Equipment

1. Elementary (K-6) Schools - $500 plus $1.00 times the number of pupils enrolled in excess of 250

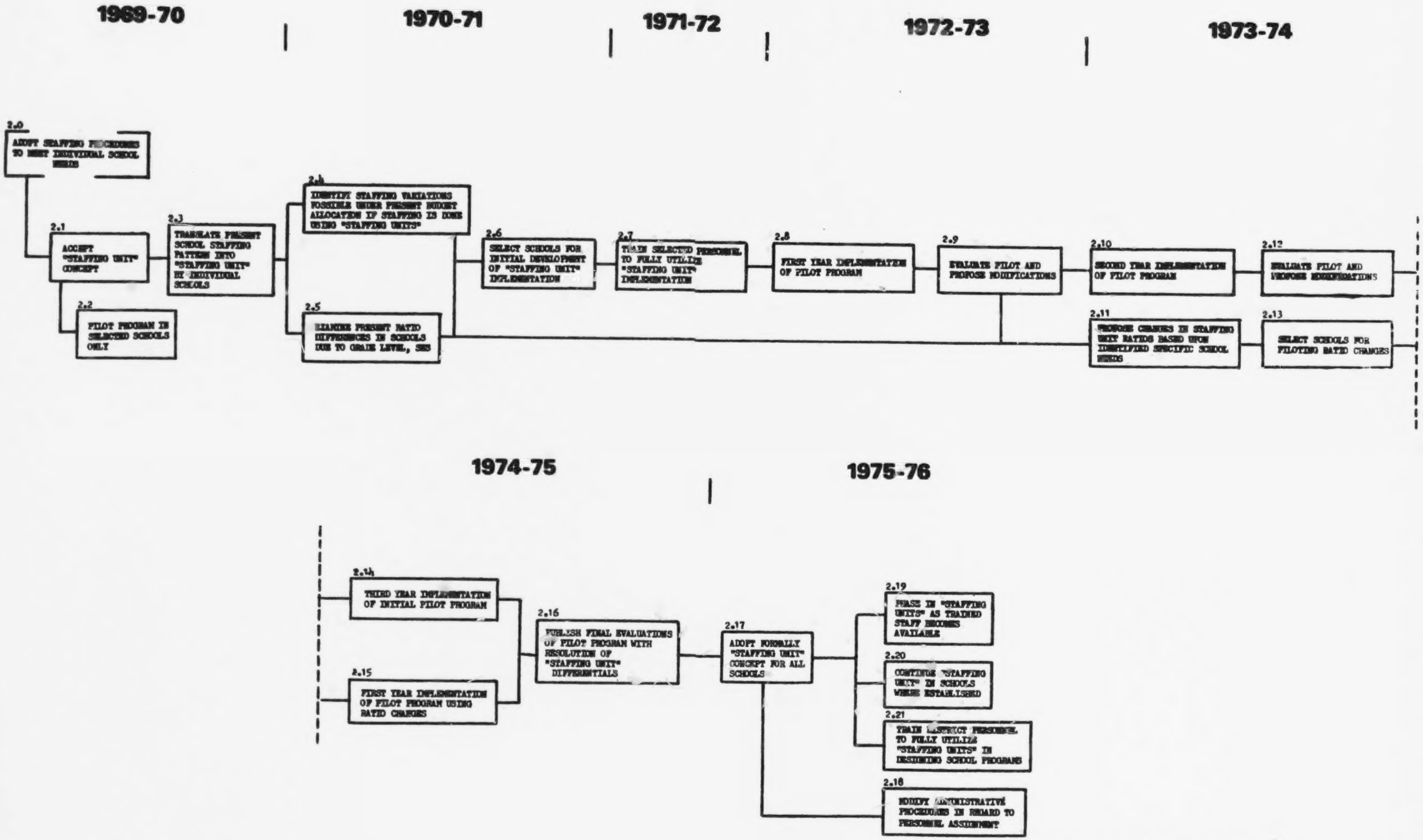
2. Intermediate (7-8) Schools - $500 plus $2.00 times the number of pupils enrolled in excess of 200.

3. High Schools (9-12)

   $500 plus $4.00 times the number of pupils enrolled in excess of 167

H. Library Supplies

Funds for library supplies will be allocated to the Instructional Materials Operating Unit for the use of all schools on the basis of 25 cents per pupil enrolled in all schools of the district.


1969-70
1970-71
1971-72
1972-73
1973-74
2.0 ADOPT STAFFING PROCEDURES TO MEET INDIVIDUAL SCHOOL NEEDS
2.1 ACCEPT "STAFFING UNIT" CONCEPT
2.2 PILOT PROGRAM IN SELECTED SCHOOLS ONLY
2.3 TRANSLATE PRESENT SCHOOL STAFFING PATTERN INTO "STAFFING UNIT" IN INDIVIDUAL SCHOOLS
2.4 IDENTIFY STAFFING VARIATIONS POSSIBLE UNDER PRESENT BUDGET ALLOCATION IF STAFFING IS DONE USING "STAFFING UNITS"
2.5 EXAMINE PRESENT RATIO DIFFERENCES IN SCHOOLS DUE TO GRADE LEVEL, SES
2.6 SELECT SCHOOLS FOR INITIAL DEVELOPMENT OF "STAFFING UNIT" IMPLEMENTATION
2.7 TRAIN SELECTED PERSONNEL TO FULLY UTILIZE "STAFFING UNIT" IMPLEMENTATION
2.8 FIRST YEAR IMPLEMENTATION OF PILOT PROGRAM
2.9 EVALUATE PILOT AND PROPOSE MODIFICATIONS
2.10 SECOND YEAR IMPLEMENTATION OF PILOT PROGRAM
2.11 PROPOSE CHANGES IN STAFFING UNIT RATIOS BASED UPON IDENTIFIED SPECIFIC SCHOOL NEEDS
2.12 EVALUATE PILOT AND PROPOSE MODIFICATIONS
2.13 SELECT SCHOOLS FOR PILOTING RATIO CHANGES
1974-75
1975-76
2.14 THIRD YEAR IMPLEMENTATION OF INITIAL PILOT PROGRAM
2.15 FIRST YEAR IMPLEMENTATION OF PILOT PROGRAM USING RATIO CHANGES
2.16 PUBLISH FINAL EVALUATIONS OF PILOT PROGRAM WITH RESOLUTION OF "STAFFING UNIT" DIFFERENTIALS
2.17 ADOPT FORMALLY "STAFFING UNIT" CONCEPT FOR ALL SCHOOLS
2.19 PHASE IN "STAFFING UNITS" AS TRAINED STAFF BECOMES AVAILABLE
2.20 CONTINUE "STAFFING UNIT" IN SCHOOLS WHERE ESTABLISHED
2.21 TRAIN DISTRICT PERSONNEL TO FULLY UTILIZE "STAFFING UNITS" IN DESIGNING SCHOOL PROGRAMS
2.18 MODIFY ADMINISTRATIVE PROCEDURES IN REGARD TO PERSONNEL ASSIGNMENT

ACTIVITY SERIES 2

ADOPT STAFFING PROCEDURES TO MEET INDIVIDUAL SCHOOL NEEDS

"So little done —
So much to do".
.....Cecil Rhodes 1902

ACTIVITY SERIES 3 PUBLISH ACCURATE JOB DESCRIPTION OF EACH POSITION IN THE DISTRICT

Rationale

Throughout the Needs Assessment documents, a consistent theme existed regarding the inaccuracy and inadequacy of existing statements defining roles. The Brainstorm process produced 35 separate items which related to this particular problem. The concern exists regarding jobs from the highest to the lowest level in both classified and certificated positions. The situation at times appears to stem from a lack of understanding between the holder of a particular position and his superior, and sometimes from the ambiguity of a position itself. The situation could be remedied through a process in which precise agreement upon job descriptions is developed for each existing position with the district. Job descriptions may then provide a basis for a more realistic evaluation in terms of functions to be accomplished. It is recognized that in many cases defined and published job descriptions already exist with the district already exist. The recommended process which would include all district positions enumerates the steps through which the initial job description and compilation process may take place, provides a system for continual reassessment and updating of job descriptions as created, and provides specifically for modifications designed to allow an orderly entrance into the system of management accountability. It must be recognized that the mere publication of a job description does not insure compliance nor that the job description is relative and to the task to be performed. However, it is felt that the process of creating job descriptions on a cooperative basis, periodically reassessed, may serve to eliminate the pressing concern that exists within the district at the present time.

Activity 3.1
Fall 1969

Identify present position

The activities involved in the accomplishment of 3.1 include those Activities 3.2 through 3.7. The process basically involves the mutual agreement upon tasks assigned by the holder of a position and by his immediate superior. It should be noted that written job descriptions should exist at all levels of the school district organization from superintendent through all positions in the classified and certificated staff.

Activity 3.2
Fall 1969

Individuals create tentative job description for present position

Require an initial description of each position in the district independently by the individual who holds that position, and by the position's immediate supervisor.

Activity 3.3
Fall 1969

Harmonize job description with supervisor

Such additional tasks deemed acceptable and reasonable by both parties may be included.

Activity 3.4
Fall 1969

Assign tasks not assigned

Activity 3.5 Identify proper assignments

Fall 1969 In this activity is is the responsibility of both the person examining his own position and his supervisor to be sure that tasks expected are in keeping with the individual's preparation. In addition, when a person is presently filling a position where he is uniquely qualified, it should be noted to avoid changes that might lessen the person's effort.

Activity 3.6 Eliminate overlaps

Fall 1969 Eliminate overlaps in function which are identified by the supervisor.

Activity 3.7 Eliminate unnecessary tasks

Fall 1969

Summary of Activities 3.1 through 3.7

Should unresolvable conflicts result at the time of the conference the supervisor's immediate superior may, at the option of the supervisor, be consulted.

Job descriptions should include:

1. A clear definition of authority and responsibility for each position.
2. Specific tasks for which the individual shall assume sole responsibility.
3. Specific tasks for which the individual will share responsibility.
4. A statement of time requirements on the job and

extracurricular duties involved.

5. The basis upon which an individual will be evaluated.
6. Means for the resolution of problems deemed emergency in nature.
7. A statement indicating the person or persons to whom the position is directly responsible (preferably one).

It is suggested that in terms of job descriptions, as many functions of the position as are possible should be described in terms of behavioral objectives so as to provide a means for the individual to determine when the job in fact is accomplished, and to provide as objective a means as possible to evaluate the effectiveness of a person in a position, or the position itself.

Activity 3.8 Fall 1970	Publish job description for each position It is recommended that a complete job description file for each operating unit or school or division be kept by the unit or office or division administrator and that specific responsibility be assigned to individuals or positions to maintain and update these files.
Activity 3.9 Fall 1970	Perform services
Activity 3.10 Recycling	Reassess job description in view of services performed
Activity 3.11 Recycling	Define district tasks (management accountibility)

Activity 3.12 Define school tasks (management accountability)
Recycling

Activity 3.13 Identify present positions
Recycling

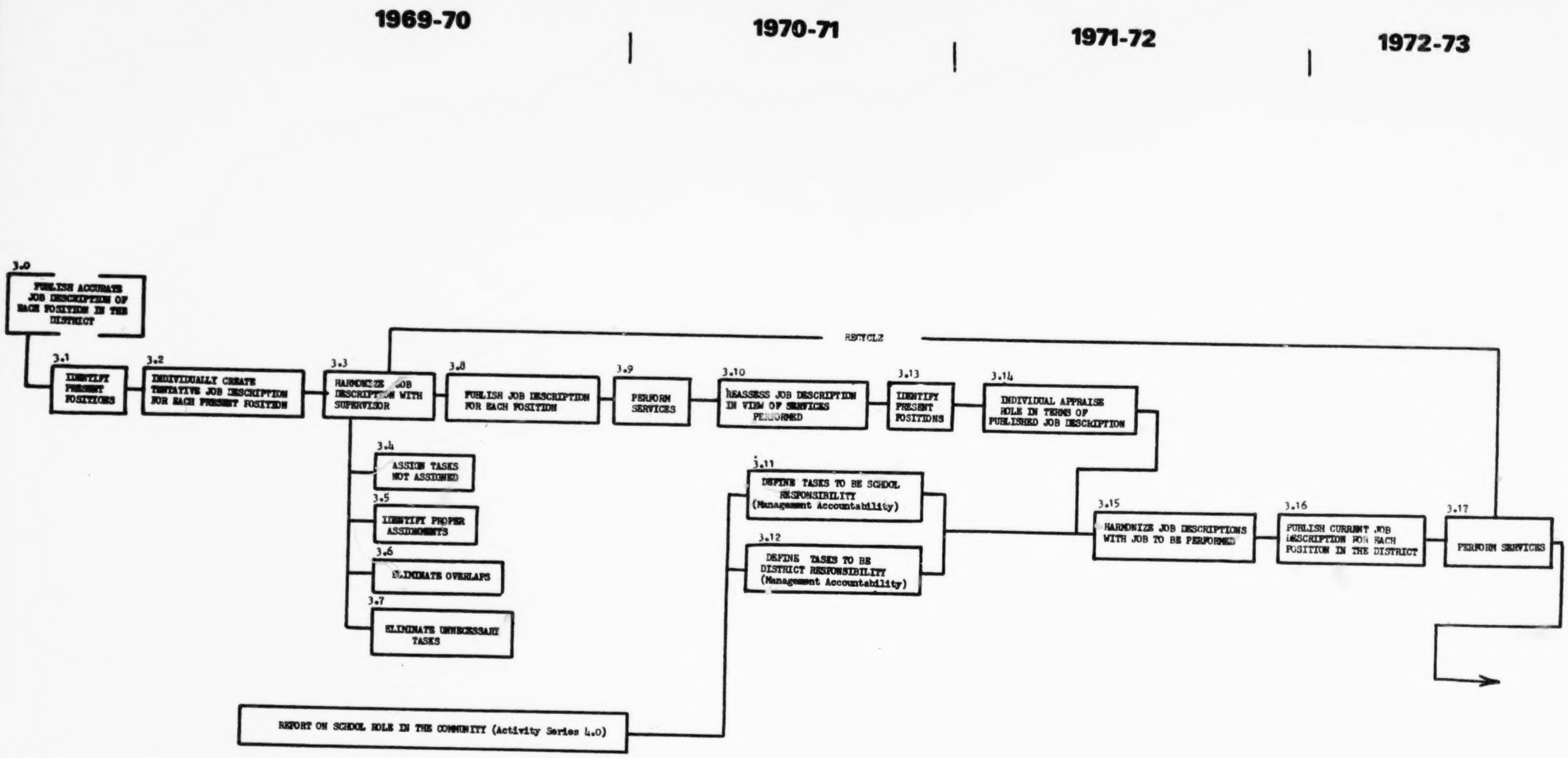
Activity 3.14 Inidvidual appraise role in terms of published job description
Recycling

Activity 3.15 Harmonize job descriptions with task to be performed
Recycling

Activity 3.16 Publish current job description for each position in the district
Recycling

Activity 3.17 Perform services
Recycling

Activities 3.10 through 3.17 provide a continuing process of reassessment and re-evaluation of positions and provides a means for the identification of positions modified to meet the requirements of a management accountability system. It should be noted in Activities 3.11 and 3.12 that at this point the management accountability process begins to develop and an attempt must be made to define as precisely as possible the changes in responsibility and function of the district office and the individual school which are involved.


1969-70
1970-71
1971-72
1972-73
3.0 PUBLISH ACCURATE JOB DESCRIPTION OF EACH POSITION IN THE DISTRICT
3.1 IDENTIFY PRESENT POSITIONS
3.2 INDIVIDUALLY CREATE TENTATIVE JOB DESCRIPTION FOR EACH PRESENT POSITION
3.3 HARMONIZE JOB DESCRIPTION WITH SUPERVISOR
3.4 ASSIGN TASKS NOT ASSIGNED
3.5 IDENTIFY PROPER ASSIGNMENTS
3.6 ELIMINATE OVERLAPS
3.7 ELIMINATE UNNECESSARY TASKS
3.8 PUBLISH JOB DESCRIPTION FOR EACH POSITION
3.9 PERFORM SERVICES
3.10 REASSESS JOB DESCRIPTION IN VIEW OF SERVICES PERFORMED
3.13 IDENTIFY PRESENT POSITIONS
3.14 INDIVIDUAL APPRAISE ROLE IN TERMS OF PUBLISHED JOB DESCRIPTION
RECYCLE
3.11 DEFINE TASKS TO BE SCHOOL RESPONSIBILITY (Management Accountability)
3.12 DEFINE TASKS TO BE DISTRICT RESPONSIBILITY (Management Accountability)
REPORT ON SCHOOL ROLE IN THE COMMUNITY (Activity Series 4.0)
3.15 HARMONIZE JOB DESCRIPTIONS WITH JOB TO BE PERFORMED
3.16 PUBLISH CURRENT JOB DESCRIPTION FOR EACH POSITION IN THE DISTRICT
3.17 PERFORM SERVICES

ACTIVITY SERIES 3

PUBLISH ACCURATE JOB DESCRIPTION OF EACH POSITION IN THE DISTRICT

"How come nothing's like it was
until it's gone?"
--Will Mastin
In "Yes, I Can!"
by Sammy Davis, Jr.

ACTIVITY SERIES 4 DEFINE FUNCTION OF SCHOOLS IN RELATION TO OTHER AGENCIES IN COMMUNITY EDUCATION

Rationale

Perhaps no area in the operation of the public school systems in the United States is more open to direct and indirect debate than that of the appropriate function of the school within the community. Few would question the point that it is the task of the school to educate. However, most would argue vehemently as to precisely what the definition of education is as it is interpreted through the American public school system. A great number of vocal citizens hold to the theory that the function of the school is to provide training in the basic skills only; another equally vocal group maintains that the function of the school is to develop the child as a total entity. Some feel that moral aspects of training are the legitimate concern of the schools; some feel it is no business of the schools to deal with these functions which they consider the direct responsibility of the family. Questions of sex education and the function of the schools in the process of integration as a social change force, for example, are subjects of intense current debate.

Aside from these philosophical questions, the role of the school in current society is complicated by the fact that a growing number of educational functions are pursued and accomplished by various public and private sectors of society other than the formal education system.

Proprietary technical training schools are common. The Federal government sponsors a number of programs designed to provide specific vocational training to economically underprivileged groups. Private schools with curricula parallel to that of the public schools now exist in significant numbers. The church and the family have traditionally maintained the primary responsibility for moral and ethical training, but the public schools appear to be assuming more of a responsibility in these areas by default. Aside from these formalized educational processes there exists now an increasingly effective battery of educational weapons with which those interested in the complete educational process must deal. Foremost among these is the medium of television; any teacher will testify to the power of TV in creating change in the minds of the young people they teach as well as older citizens with whom they come in contact. As the population becomes more literate, the traditional written forms of communication and education in the society also become increasingly potent in force.

Such factors, as examples, indicate the changing nature of educational forces influencing the individual in our society and point out the fact that formal education processes are but one part. The concepts discussed in detail in Volume B provide a potential direction for the future in which the formal educational processes are much more recognizably interrelated with the total educational functions of the community.

There has been a tendency, most disturbing to educators in the past few years, in that whenever a function which has any educational connection whatsoever is being performed inadequately by society in general, the function devolves quickly upon the schools. The schools, in turn, often accept the responsibility and, in many cases by assuming the responsibility, are accused of being responsible for the existence of the problem itself. A case in point in the Fresno City Unified School District is that of the problem of drug abuse. In Fresno the school district was perhaps the first agency to take a significant step in the field of education for the elimination of drug abuse, and, consequently appeared to have assumed the responsibility for the existence of the problem in the first place. Only after considerable effort by the school district does the community now generally accept this as a community problem rather than a "school" problem.

In summary, there remains a great deal of confusion as to what role formal education plays within the total community educational process. Project Speak-Up, a first year Project Design activity, indicated clearly that the community held very little apparent agreement as to what the role of the school in the community should be. Comments ranged the total gamut from areas of economic, social relationships, political education to a multitude of opinions as to needs in basic skills area. It appeared that the only commonly accepted function of the school is the teaching of reading. Considering the number of recent books written on the subject of teaching children to read at home, it may not be long before this area of unanimity becomes a thing of the past.

Despite the difficulty of determining attitudes toward the school's role in the community, the task must be accomplished if the school is to be held in any sense accountable for its efforts and its products. This task is the responsibility of both the schools and the community. The community does not have reasonable justification in condemning the educational system if it has not defined what it expects schools to do. The schools, in turn, cannot justifiably plead that the expectations of the community are unreasonable if they, themselves have made no attempt to clarify the situation. The changing role of the schools, as changes must inevitably come, makes all the more crucial the development of a process in which continuing interaction may provide defined bases for the operation of the school system within the community. The schools must be willing to accept new and increasingly difficult tasks in the educational process, and the schools must also be willing to relinquish functions that are traditionally theirs. The community, in turn, must be willing to provide the necessary support for those responsibilities with which it charges the schools. There exists a very obvious correlation between definition of community education and roles and the creation and establishment of a comprehensive philosophy of education and a system of educational objectives as recommended in Activity 1. Another major interface factor lies within the process of external communications (Activity Series 5).

It is recognized that the precise definition of the school's role in the community is not a simple task, nor is it likely that there will be unanimous agreement within the community; however, some consensus is necessary if a process of education is going to be other than a haphazard conglomeration of miscellaneous educational and pseudo-educational experiences.

Activity 4.1
School Year
1969-70

Collect data

It is recommended that a permanent committee be established to include all those community agencies involved in the process of education. Project Design's project advisory committee may be used as a base for the development of this committee. However, the committee itself needs to determine additional agencies which may and should be included.

Activity 4.2
School Year
1969-70

Identify agencies involved in education

As previously mentioned the established committee should be charged with the task of identifying various agencies involved in education within the community and should select from these identified agencies representative additions to the committee.

Activity 4.3
School Year
1969-70

Describe role

The initial function of this committee would be to provide an individual description of the educational functions of included agencies by the representative members. The second function of the committee would be to discuss and describe the existing interrelationships among the agencies represented.

Activity 4.4
School Year
1969-70

Describe Agency Roles

Activity 4.5
School Year
1969-70

Describe Agency interrelations

Activity 4.6
School Year
1969-70

Produce tentative report

The product of the committee's deliberation should be written statements agreed upon as defining both the existing situation in terms of the contribution of each to the total community educational effort.

Activity 4.7
Spring 1970

Submit report to agencies for reaction

The report should than be submitted to the Boards of Directors of the appropriate agencies for their reaction and their statement of agreement or disagreement as to:

1. The general approach to the subject and,
2. Their agency's function as described.

It should be emphasized at this point that the function of this committee to date has been primarily a description of the status quo rather than the determination of what the agency roles should be.

Activity 4.8
School Year
1969-70

Select optimum roles for the educational process

This activity represents the point at which decisions take place regarding the delineation of roles for the schools, and for the community, respectively. At this point an interface exists between Activities 4.8 and 6.5. Activity 5.4 involves the analysis of community needs as interpreted through curriculum, and Activity 6.5 involves the collective process of parent, pupil, teacher involvement and determination of specific objectives for individual students. An interface likewise takes place at this point with the process of developing philosophy and objectives for the district. Logically the selection and delineation of roles among community educational agencies is directly related to the purposes and consequently to the specific objectives of the school district.

Activity 4.9
Spring 1970

Report on definition of school role

The product of committee activity to this point should be a written report defining, as specifically as is practicable in the minds of the members, the respective educational roles of the various agencies of the community. The committee should, also, to the extent possible, project likely modifications and changes in the immediate future.

It is hoped that the product at this point might serve to:

1. Clarify in the minds of the general public some of the ambiguity that exists regarding the responsibility of the schools,
2. Demonstrate the magnitude of the educational process,

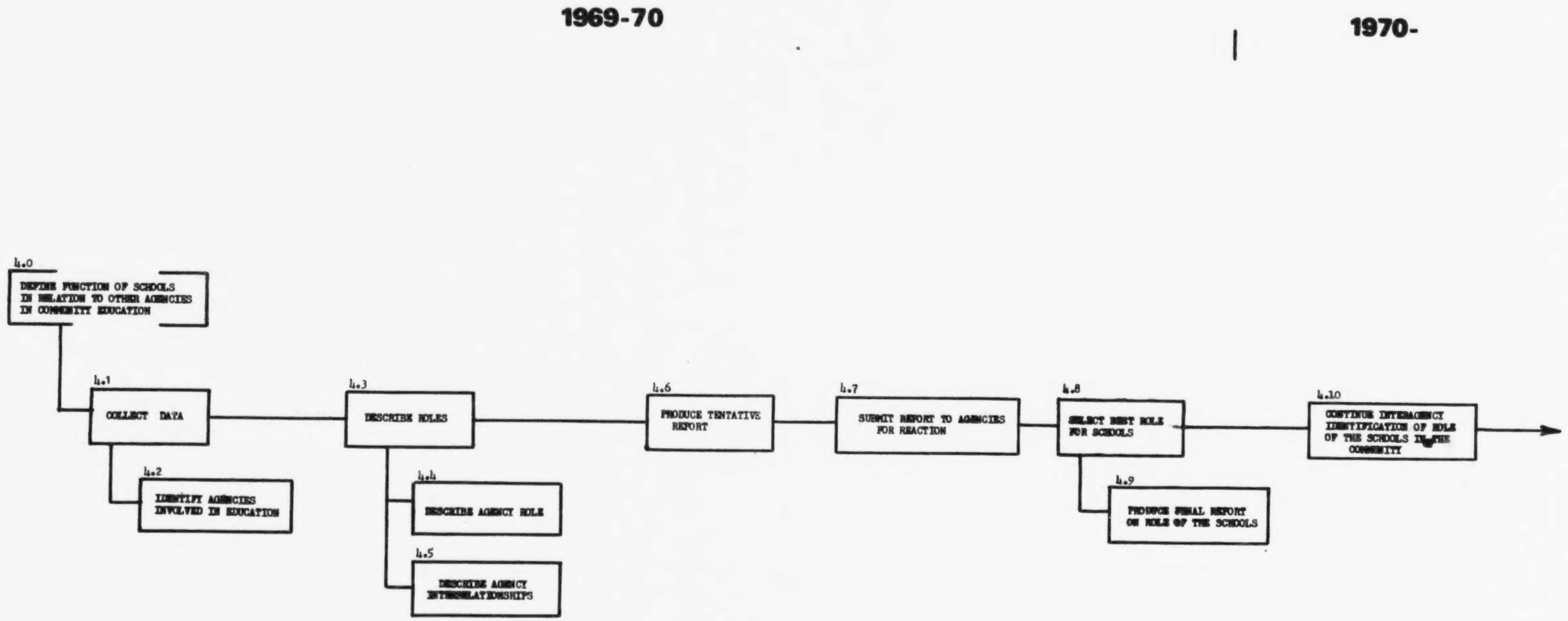
3. Direct public attention to a serious, realistic need for public involvement,

4. Provide the basis for planning through representative community involvement.

Activity 4.10
Spring 1971
Continuing

Continue interagency identification of school roles in community

It must be recognized that the product of the school year 1969-70, in terms of a definition of the role of schools (Activities 4.0 through 4.9), must be expected to be a primary document from which to work rather than a completed statement of roles for long term utilization. The value of the process of role definition lies primarily in the continuing process of maintaining a sense of awareness, a sense of change, and a willingness to adapt to the changing character of education in the urban community. Committees established in this process must be maintained and should be expected to deliver periodic comprehensive reports indicating trends in school-community role development, and to provide, when necessary, the direction needed for modification of available resources in the community as change demands. The committee assigned this responsibility must maintain contact with the district objectives bank as well as with the changing functions of educational process for and by each of the educational agencies identified. It is anticipated that this committee could serve as a valuable advisor in the resolution of such community role questions as those pertaining to integration, sex education, drug abuse, the function of the schools in the community's recreational program, relationships between school district and county library systems, etc. An important interface must be also recognized between this committee and the Community Data Register (Activity 18.0).


1969-70
1970-
4.0
DEFINE FUNCTION OF SCHOOLS IN RELATION TO OTHER AGENCIES IN COMMUNITY EDUCATION
4.1
COLLECT DATA
4.2
IDENTIFY AGENCIES INVOLVED IN EDUCATION
4.3
DESCRIBE ROLES
4.4
DESCRIBE AGENCY ROLE
4.5
DESCRIBE AGENCY INTERRELATIONSHIPS
4.6
PRODUCE TENTATIVE REPORT
4.7
SUBMIT REPORT TO AGENCIES FOR REACTION
4.8
SELECT BEST ROLE FOR SCHOOLS
4.9
PRODUCE FINAL REPORT ON ROLE OF THE SCHOOLS
4.10
CONTINUE INTERAGENCY IDENTIFICATION OF ROLE OF THE SCHOOLS IN THE COMMUNITY

ACTIVITY SERIES 4

DEFINE FUNCTION OF SCHOOLS IN RELATION TO OTHER AGENCIES IN COMMUNITY EDUCATION

"We grope together and avoid speech."
-- T.S. Eliot

ACTIVITY SERIES 5 ORGANIZE CONTINUING SCHOOL ADVISORY COMMITTEES TO IMPROVE EXTERNAL COMMUNICATION

Rationale

The process of external communication was not specified in the original project proposal as an area of major concern for investigation. It became clear, however, before the process of Needs Assessment had proceeded very far, that external communications or public relations was a major concern area for both the district staff and for the community as a whole. The "Speak-Up" process involving community groups expressed external communications concerns in 29 separate instances. The "Brainstorm" process involving educational staff made 127 references to the question of community-school relationships and the need for their improvement. In the synthesis of conclusions from the total Needs Assessment, as noted in Publication 29, (see publication list in Appendix) some 22 major items with direct reference to problems of external communications or community relationships were defined. The end product of the Needs Assessment was the establishment of Mission Objective A, External Communication.

Activity Series 5 is a recommended procedure for coming to grips with this crucial area in a manner that meets the criteria of Mission Objective A in conjunction and coordination with the total Educational Master Plan.

Activity 5.1
1967-68

Evaluate present external communication process

The first activity in this sequence was accomplished, for practical purposes, by the Project Design survey. The criteria of Mission Objective A may be considered as tentative performance requirements for meeting communication needs of the district.

Activity 5.2
1968-69

Define external communication functions; four levels of external communication

In order to provide a basic pattern for communication and considering the Needs Assessment findings, the different functions of communications were defined as levels at which the communication process must be strengthened (Activities 5.4, 5.5, 5.6 and 5.11).

The four sub-activities represent first the pupil/parent/teacher relationship (Activity 5.11); second, the relationship between curriculum and community needs (Activity 5.4); third, the need for communications between the individual school and its neighborhood (Activity 5.5); and fourth, the communications function involving the numerous established agencies and the formal educational system (Activity 5.6).

Activity 5.3
1969-70

Board commitment

During school year 1969-70 it is deemed advisable that the district Board of Education commit itself to an organized plan to attack the problems of external communications at all four defined levels. The commitment does not in itself necessarily constitute a commitment of additional funds since the major solution structure requires a priority of emphasis rather than expenditure. It also constitutes, primarily, a question of staff time utilization rather than reorganization of staff structure.

Activity 5.4 School Year 1970-71

Analyze existing curriculum in terms of community needs

It is anticipated that the Needs Assessment study conducted by Project Design during the school year 1967-68 may serve as a basis for this analysis. This activity may be solely a district staff function or could include from the very outset lay citizens, (Activity 5.7). It is proposed that a curriculum coordinating committee be formed that includes educational representatives of each major curriculum and student services area within the existing school structure, and lay representatives in each of the curricular areas (chosen on the basis of their occupational skills). The function of this committee would be:

1. To establish the specific format, representative base, and to establish clear definitions of function authority, and responsibility of each defined curricular area committee.
2. To assist the superintendent the following year in selection of individual members for each of the curricular advisory committees.

It is proposed that this committee be established on a permanent basis to meet as necessary and to make annual reports to the superintendent and to the Board of Education on matters pertaining to the relevance or relationship of curricular patterns to community needs.

Activity 5.5
School Year
1970-71

Define character of school/neighborhood

The initial activity in the process of improving school-neighborhood community relationships must be a cooperative analysis on a school-by-school basis of those factors which are unique, or which characterize each school as an individual entity. The cooperative analysis must involve school staff, administration, and parents. The product of the first year activity shall be:

1. A written statement of characteristics unique to that particular school.
2. A specific plan for organization and initiation of an individual school advisory committee.
3. The method for insuring a representative base, and defining committee responsibility and authority, indicating necessary adaptations from the normal committee pattern deemed necessary to meet the unique needs of the particular school.

Activity 5.6
Fall 1967
Continuing

Develop interagency information register

Refer to Activity Series 18.0.

Activity 5.7
School Year
1971-72

Establish curricular area advisory committees

This is the responsibility of the Board of Education. It is proposed that the advisory committee described in Activity 5.4, begin functioning no later than this time. The function of the curriculum advisory committee shall be to organize individual subject area sub committees whose task is:

1. To provide for lay involvement in district curricular development
2. To provide a means for interpretation of curriculum to the community through informed individuals other than those directly connected with the educational establishment
3. To participate in the process of formulating district educational objectives (Activity 1.6).

Activity 5.8
School Year
1971-72

Establish individual school advisory committees

During 1971-72 it is recommended that individual school advisory committees be established. Basic guidelines for their creation were to have been defined under Activity 5.5. It is suggested that the advisory committee include representatives of existing groups such as PTA and Booster clubs. Activities 5.13, 5.14 and 5.15, as such, are not activities but rather are criteria or statements of purpose for the functioning of the individual school advisory committees. Activities 5.13 and 5.14 are self-explanatory. Activity 5.15 refers to the fact that the Needs Assessment defined a need to take advantage of available resources within the community other than those specifically within the functioning of the formal educational process. This process is used by the Fountain Valley School District, California. Periodically a questionnaire is sent to all parents within the school community asking them to indicate particular skills, occupational areas of information and expertise and express their willingness to participate in the educational process. Considerable local talent is used in this program. Wawona Junior High School in Fresno has initiated such a program.

Activity 5.9
1971

Include representatives of existing groups

Activity 5.10
1969-70
Continuing

Establish and maintain interagency information register

Beginning in the school year 1969-70, and extending indefinitely as has been previously described, a Community Data Register is developed in conjunction with pertinent agencies involved in the educational process within the Fresno metropolitan area (Activity series 18.0). A particular interface is indicated with Activity 5.15, although 5.15 concerns individual school advisory committees. Information provided through Activity 5.10 is also intended to be made available to those functioning at the individual school level.

Activity 5.11
Fall 1972

Formulate individual educational objectives

At this time, pilot schools should be beginning the process of formulating individual student educational objectives. This activity, as described in Activity 5.0, is directly coordinated with Activity 7.20 (Teacher Role), and should be done cooperatively with the parent, pupil, teacher, and principal. This activity was included as part of external communications since it was strongly implied in Needs Assessment documents that additional effort needs to be made in the area of individual parent-school communications.

Activity 5.12
Spring 1971
Continuing

Participate in formulation of district educational objectives

The curriculum advisory committee developed in Activities 5.4 and 5.7 should actively participate with district personnel in the forming of specific educational objectives. Although the solution model indicates the process as a given period in time, there is an obvious interface at this point with the continuing process of developing and revising educational objectives (Activity 1.6). It is anticipated that this curriculum advisory committee utilizing its specific area subcommittees may serve in such a continuing capacity.

Activity 5.13
1972-73

Provide a direct and personal channel for information input and output

Activity 5.14
1972-73

Serve in an advisory capacity in the development of the school program

Activity 5.15
1972-73

Identify resources to be used in school program

Activity 5.16
School Year
1973-74

Evaluation

As the individual school advisory committees are organized and begin to function, a process evaluation will be necessary. It is anticipated that by the school year 1973-74 some experience will have been achieved (Activity 7.22) and a reasonable evaluation might at this time be effectively accomplished. The evaluation should include:

1. The extent to which the organization of the individual advisory committee is realistic and effective in terms of operation.
2. An evaluation of the general effectiveness for the purpose of determining whether the advisory committee shall be required of all schools or shall be optional.

Activity 5.17
Spring 1974

Evaluation report

At the end of the school year 1973-74 it is anticipated that a final evaluation and recommendation document shall be published for the purpose of guiding the board in a decision on policy regarding school advisory committees (Activity 5.18).

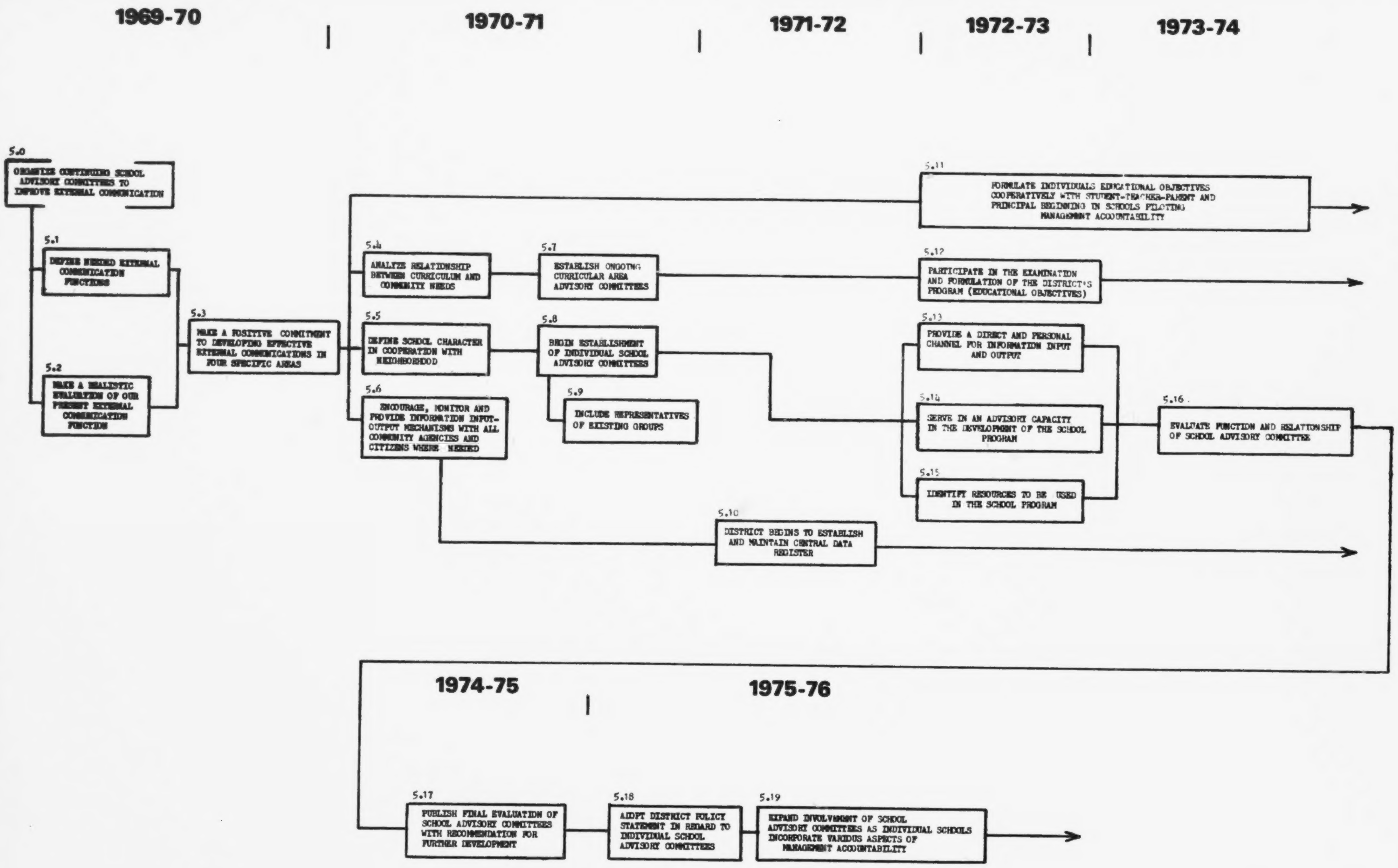
Activity 5.18
Spring 1975

Adopt district policy statement in regard to individual school advisory groups

Activity 5.19
Fall 1976
Continuing

Expand involvement in advisory committees as management accountability expands

It is anticipated that during the school year 1975-76 modification should be made in the existing advisory committee structures as the processes of the management accountability expands within the school district. No specific recommendations are presented at this point since developments in this area of parent-school relationships are difficult to anticipate past a period of five to ten years.


1969-70
1970-71
1971-72
1972-73
1973-74
5.0 ORGANIZE CONTINUING SCHOOL ADVISORY COMMITTEES TO IMPROVE EXTERNAL COMMUNICATION
5.1 DEFINE NEEDED EXTERNAL COMMUNICATION FUNCTIONS
5.2 MAKE A REALISTIC EVALUATION OF OUR PRESENT EXTERNAL COMMUNICATION FUNCTION
5.3 MAKE A POSITIVE COMMITMENT TO DEVELOPING EFFECTIVE EXTERNAL COMMUNICATIONS IN FOUR SPECIFIC AREAS
5.4 ANALYZE RELATIONSHIP BETWEEN CURRICULUM AND COMMUNITY NEEDS
5.5 DEFINE SCHOOL CHARACTER IN COOPERATION WITH NEIGHBORHOOD
5.6 ENCOURAGE, MONITOR AND PROVIDE INFORMATION INPUT-OUTPUT MECHANISMS WITH ALL COMMUNITY AGENCIES AND CITIZENS WHERE NEEDED
5.7 ESTABLISH ONGOING CURRICULAR AREA ADVISORY COMMITTEES
5.8 BEGIN ESTABLISHMENT OF INDIVIDUAL SCHOOL ADVISORY COMMITTEES
5.9 INCLUDE REPRESENTATIVES OF EXISTING GROUPS
5.10 DISTRICT BEGINS TO ESTABLISH AND MAINTAIN CENTRAL DATA REGISTER
5.11 FORMULATE INDIVIDUALS EDUCATIONAL OBJECTIVES COOPERATIVELY WITH STUDENT-TEACHER-PARENT AND PRINCIPAL BEGINNING IN SCHOOLS PILOTING MANAGEMENT ACCOUNTABILITY
5.12 PARTICIPATE IN THE EXAMINATION AND FORMULATION OF THE DISTRICT'S PROGRAM (EDUCATIONAL OBJECTIVES)
5.13 PROVIDE A DIRECT AND PERSONAL CHANNEL FOR INFORMATION INPUT AND OUTPUT
5.14 SERVE IN AN ADVISORY CAPACITY IN THE DEVELOPMENT OF THE SCHOOL PROGRAM
5.15 IDENTIFY RESOURCES TO BE USED IN THE SCHOOL PROGRAM
5.16 EVALUATE FUNCTION AND RELATIONSHIP OF SCHOOL ADVISORY COMMITTEE
1974-75
1975-76
5.17 PUBLISH FINAL EVALUATION OF SCHOOL ADVISORY COMMITTEES WITH RECOMMENDATION FOR FURTHER DEVELOPMENT
5.18 ADOPT DISTRICT POLICY STATEMENT IN REGARD TO INDIVIDUAL SCHOOL ADVISORY COMMITTEES
5.19 EXPAND INVOLVEMENT OF SCHOOL ADVISORY COMMITTEES AS INDIVIDUAL SCHOOLS INCORPORATE VARIOUS ASPECTS OF MANAGEMENT ACCOUNTABILITY

ACTIVITY SERIES 5

ORGANIZE CONTINUING SCHOOL ADVISORY COMMITTEES TO IMPROVE EXTERNAL COMMUNICATION

> "The most important part of the school curriculum is too important to be left to chance. Our very survival in an automated, time-on-our hands, urban-centered society is dependent on this. Now, more than ever, one must have respect for the attitudes, sensitivity, pride, and personal worth of one's fellow man. If we do not succeed in reaching out to each other and caring about each other, then there probably is not too much point in the other school objectives or in succeeding at anything else".
>
> Education Now for Tomorrow's World
> Report of the CASSA Administrators
> Curriculum Committee May, 1968

ACTIVITY SERIES 6 INVOLVE STUDENTS AND PARENTS IN CURRICULUM STUDY

Rationale

Parents are concerned with what is taught in the schools. The Speak-Up sessions conducted by Project Design clearly indicated that parents in all parts of the community want the schools to teach their children to read. Beyond this, parental concern with curriculum varied as to what topics should be covered, but, though they lacked uniformity of concern, they were in no way apathetic toward current school offerings. In most cases parental concern is directed in two ways; either add something to the program (family life life education) or drop something from the program (sex education). When parental groups say nothing about a program being offered it can mean either they are satisfied with it or, often, they did not know the schools were doing it. Even though parents have valid concerns about the school program, there is at present no readily accessible means by which the parents can share their ideas in program development with the schools. Instead, if enough parents, and not necessarily a majority, have a common concern about an anticipated change they can either call the teacher, principal or superintendent, and voice their concern. Some descend upon the Board of Education as a pressure producing emotion-laden mass. In neither case is there much opportunity to discuss the values with which they are really concerned. The fact that many proposed curriculum changes do result in either individual or group confrontation discourages the schools from initiating program changes in areas where the need for change is clearly perceived.

Students also, especially at the upper grade levels, are concerned with what is taught in school. This was shown by the Student Speak-Up conducted by Project Design. It is no surprise to learn that to a large extent their concerns were the same as their parents. They clearly recognize the need for achieving reading competence, but thereafter their curricular interests vary. They did, however, express a desire for more courses that deal with interhuman personal relationships. They seem to be more aware than their parents or school personnel of the need to learn how to live with other people.

At the present time students have virtually no opportunity to participate in curriculum development programs and they see little chance of being participants in the program. When any of them seriously question the relevance of a specific program they are often told that the material being presented is something they will need in the future. Although this is often true, the material is irrelevant to the student at the time he is involved taking it. When a student views parts of the curriculum as irrelevant, he usually just turns school off for that period of time and tunes in again when the program is seen by him to meet his needs. Recently there has been some student action directed toward program development but such incipient responsible action all too often degenerates into "demands" and emotional confrontation with the value of common concern for meeting educational needs lost.

Activity Series 6 describes a series of activities that can be taken to involve both parents and students with school personnel in program planning. Implementation of the procedures proposed in Activity Series 6 will result in the following:

1. The district will receive on a regular basis a report from a parent-student group reviewing the current school curriculum as they see it.
2. Parents at every grade level will be in close contact with the schools on a regular basis for the purpose of discussing the school curriculum.
3. A specific mechanism will be established whereby parents and students can make constructive suggestions for curriculum modification.
4. A specific mechanism will be established whereby curriculum modifications proposed by the district can be described for students and parents with ample opportunity for explaining why such modifications are proposed.

Activity 6.1 Begin curriculum improvement study

Fall 1969 Specific commitment on the part of the administration to develop a more relevant and current curriculum by involving parents and students should be made. A specific needed action is assigning at least one person to supervise the implementation of the curriculum development activity developed by Project Design. This person should be familiar with, and work closely with those involved in the development of, educational objectives (Activity 1.4). This person will also be responsible for selecting additional personnel as described in Activity 6.2, 6.3, and 6.4 to assist in designing this program of curriculum development. This person should become totally familiar with the present district operations related to curriculum development.

Activities
6.2, 6.3, 6.4
Fall 1969 to
Spring 1970

Select an advisor for elementary curriculum
Select an advisor for secondary curriculum
Select an advisor for guidance services

Activity 6.5
School Year
1970-71

Design a specific process by which parents and pupils are involved with district personnel in curriculum development
This activity is strictly a design phase. The four persons selected (Activities 6.1, 6.2, 6.3 and 6.4) are to develop a specific detailed plan of what they intend to do and how they will accomplish it in the succeeding parent and student involvement. This designing will have to involve teachers and the currently existing curriculum committees and district curriculum council. Inasmuch as these groups have virtually had total responsibility for curriculum

development in the past, and indicated change may appear threatening or be interpreted as inadequate performance in the past. These groups will have to be involved in the designing of the plan in such a way that they can see the parental and student information input as an aid to their decision making.

Activity 6.6
School Year
1970-71

Consider student selection

This is a task requiring special care if meaningful involvement is to be gained. These students should not be representative of any one group, such as student leaders . They should not be selected from the top of the class only. A special effort should be made to include some students who have high aptitudes yet demonstrate relatively low achievement. These are the students who are most apt to be viewing our present curriculum as non-relevant to their needs as they perseive them. This is a very difficult thing to do. It will not be the job of the curriculum development group to change these students' attitudes but rather to respect them and gain from the students information needed for developing a more relevant program. In a word, diversity is needed in student representation. The student involvement should be done in such a way that the students are clearly allowed to understand that they are contributing, not just condoning prior decisions made by adults.

Activity 6.7
School Year
1970-71

Consider the degree of parental involvement

Here the designing group is moving into an area where they will have to make decisions for which there is no clear precedent. Productive, responsible adults do not want to serve as members of advisory groups where their only permitted function is to approve and never disapprove that which has been decided by others. Some means must be developed to convince participating parents that their contributions are being sought. Parents have information that school personnel may interpret differently and school personnel need concern themselves not only with the information, but the interpretation of it as well, in order to design effective curriculum that meets current needs of the district. In no way should this group feel subservient or superior to existing lay advisory groups or organizations like Boosters or PTA. Their function must be clearly shown as giving significant advice in curriculum development so that the school program meets community needs as viewed by parents.

Activity 6.8
School Year
1970-71

Consider effects on present program

In designing this additional information input system for the total program of curriculum development, our present program of curriculum development must not be ignored. Initially, parental and student function must be supplementary to present curriculum development procedures. It may be that some time later (Activity 6.16) significant changes in the present program of curriculum development may be proposed, but earlier changes would be premature.

Activity 6.9
School Year
1970-71

Consider existing constraints, i.e., laws, board policies, dollars

District personnel, responsible for designing this program of parent and student involvement, must take care not to establish a lay group that is a pseudo Board of Education assigned curriculum responsibilities. The advisory nature of the group must be emphasized. All board policies relating to curriculum development must be in harmony with any determined action of these groups. In designing how the groups will function, any and all costs must be considered, and when presenting the final plan for implementation the plan must include budget considerations such as substitute teacher use or travel time if it is deemed necessary. Secretarial time and materials for producing sequential reports of activities are a must.

Activity 6.10
Spring 1971

Submit plan for district implementations

The tentative plan for involving parents and students should be presented to the administration for approval and implementation. The plan, developed by district, elementary, secondary, and guidance personnel, should have considered in depth each factor listed in Activities 6.6, 6.7, 6.8 and 6.9. All activities subsequent to Activity 6.10 would depend on the specific plan presented at this point.

Activity 6.11
Spring 1971

Determine schools to be involved involved in pilot

The nature of the plan developed in Activity 6.5 will determine the scope of the pilot program. It may be that the decision will be to gain district wide information or perhaps begin the program on a more limited basis. This recommendation can be made by those who design the specific plan to be followed.

Activity 6.12
Fall 1971

Select individuals to serve as members of student and parent curriculum advisory committees

The actual selection process will be determined by the group designing the plan. The method will depend upon the scope of the program and the actual selection should be made by the designing group utilizing the advice of principals, PTA, Boosters and guidance personnel.

Activity 6.13
Fall 1971 or
Spring 1972

Establish parent and student groups

Pre-school through grade three/Curriculum Advisory Committee (15 members).

Grade four through six/Curriculum Advisory Committee (9 members).

Grade seven through nine/Parent Curriculum Advisory

Committee (9 members).

Grade ten through twelve/Parent Curriculum Advisory committee (9 members).

Each committee member should serve a three year term. This will develop continuity of committee membership and allow the individual committee members to observe the continuity of the curriculum as it extends from one grade level through others. The initial assignment to the committees would have to be staggered so one-third of each committee would be new each year. It is recommended that the committees be relatively small to encourage participation and dialogue by each committee member. Small committees would also make out-of-district travel more feasible if the committee became aware of an exemplary program they wished to view first hand. If the design were to develop this committee structure, the district's elementary representative would supervise the activity of 24 parents and the secondary representative would supervise 18 parents and 18 students.

Activity 6.14
Fall 1971 or
Spring 1972

Establish a single advisory group representative of each individual parent and student committee

This would be a seven member coordinating group consisting of one representative, parent or student, and a representative of the district's curriculum development department. It is likely that this would be the same person identified in Activity 6.1. This group would have the responsibility for coordinating the activities of each curriculum advisory committee, producing specific reports and evaluating the effectiveness of this type of involvement. The individual committee and coordinating group would first function during the 1972-73 school year, and each subsequent year.

Activity 6.15
Spring 1973

Produce a report on curriculum development and modification

It would be the responsibility of the coordinating committee to produce the final yearly report on the current district curriculum. This report would make recommendations for maintaining, modifying, adding, or deleting material related to our present curriculum. The reports would be advisory only and should include considerable rationale for any proposed changes. Another aspect of the report, especially from the student input, would be comments relative to methodology. Special care will have to be taken to insure that the report relates to curriculum relevance and not individual teacher evaluation.

Activity 6.16
Spring 1973

Evaluate function of committees in terms of structure and quality of product

At the end of the first full year of committee activity there should be an evaluation made of the committee product. This should focus on how well the committees functioned. It is too soon to say how well the product can be used by the district in curriculum development. The evaluation is related to the plan developed in Activity 6.5 and how well it was implemented. The evaluation may include some specific recommendations for structural modification in the committees and suggest some changes in how they transfer generated information to the district.

Activity 6.17
Conclusion
of each year

Submit recommendations for curriculum modification

The coordinating committee, as a part of its regular annual report, should submit specific recommendations or describe areas of concern to the curriculum council and to the specific subject or grade leve committees in the district for consideration in their ongoing function of program development, (Activity 1.11).

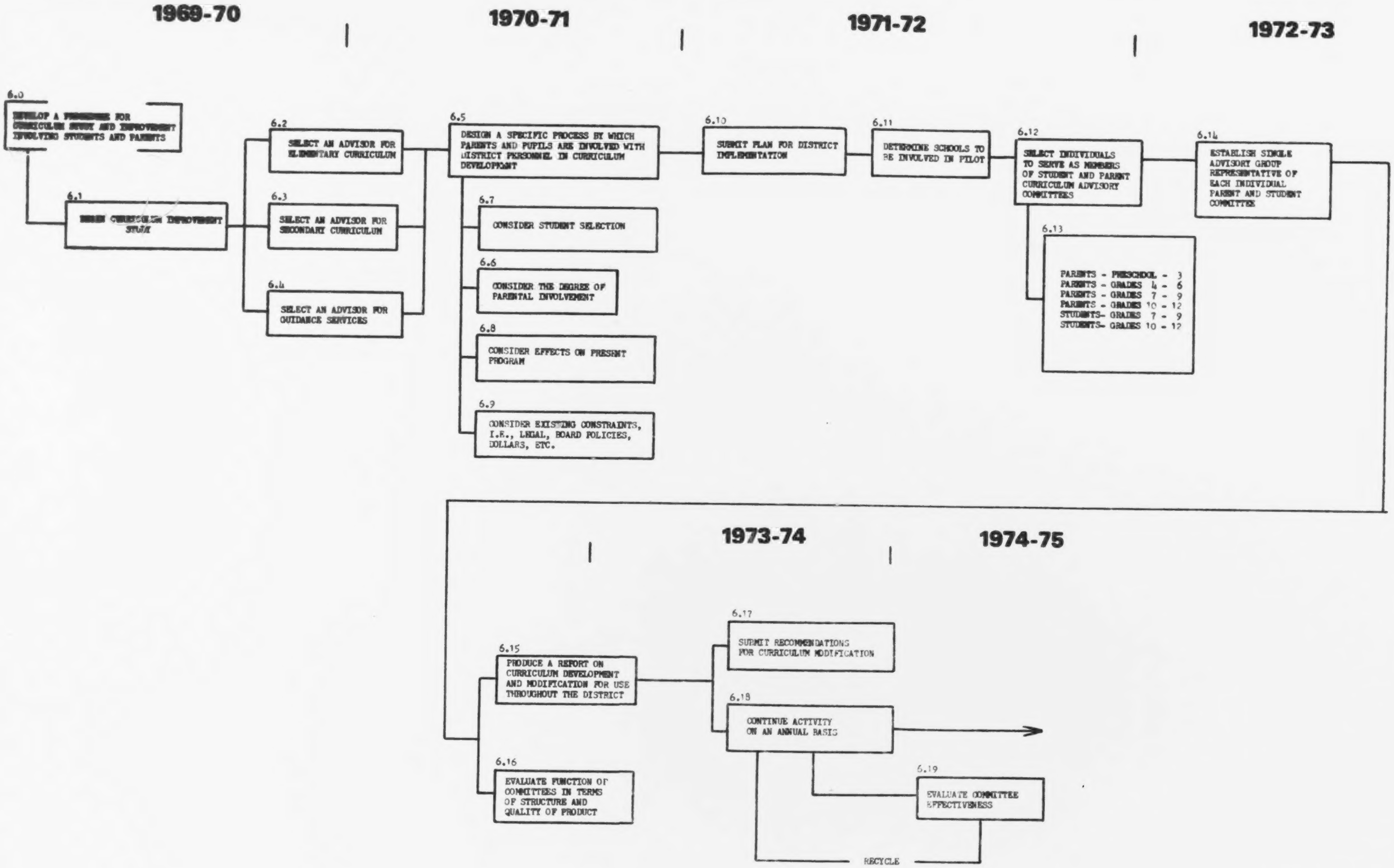
Activity 6.18
School Year
1973-74

Continue activity on an annual basis

Activity 6.19
Spring 1974

Evaluate committee effectiveness

The evaluation of the second year of the pilot program would be produced this year. The evaluation could now include statements relative to the use of the first year product (Activity 6.17). Specific recommendations as to the ongoing parent and student involvement would be made, and the basis for future ongoing evaluation reports would be established.


1969-70
1970-71
1971-72
1972-73
6.0
DEVELOP A PROCEDURE FOR CURRICULUM STUDY AND IMPROVEMENT INVOLVING STUDENTS AND PARENTS
6.1
BEGIN CURRICULUM IMPROVEMENT STUDY
6.2
SELECT AN ADVISOR FOR ELEMENTARY CURRICULUM
6.3
SELECT AN ADVISOR FOR SECONDARY CURRICULUM
6.4
SELECT AN ADVISOR FOR GUIDANCE SERVICES
6.5
DESIGN A SPECIFIC PROCESS BY WHICH PARENTS AND PUPILS ARE INVOLVED WITH DISTRICT PERSONNEL IN CURRICULUM DEVELOPMENT
6.7
CONSIDER STUDENT SELECTION
6.6
CONSIDER THE DEGREE OF PARENTAL INVOLVEMENT
6.8
CONSIDER EFFECTS ON PRESENT PROGRAM
6.9
CONSIDER EXISTING CONSTRAINTS, I.E., LEGAL, BOARD POLICIES, DOLLARS, ETC.
6.10
SUBMIT PLAN FOR DISTRICT IMPLEMENTATION
6.11
DETERMINE SCHOOLS TO BE INVOLVED IN PILOT
6.12
SELECT INDIVIDUALS TO SERVE AS MEMBERS OF STUDENT AND PARENT CURRICULUM ADVISORY COMMITTEES
6.13
PARENTS - PRESCHOOL - 3
PARENTS - GRADES 4 - 6
PARENTS - GRADES 7 - 9
PARENTS - GRADES 10 - 12
STUDENTS- GRADES 7 - 9
STUDENTS- GRADES 10 - 12
6.14
ESTABLISH SINGLE ADVISORY GROUP REPRESENTATIVE OF EACH INDIVIDUAL PARENT AND STUDENT COMMITTEE
1973-74
1974-75
6.15
PRODUCE A REPORT ON CURRICULUM DEVELOPMENT AND MODIFICATION FOR USE THROUGHOUT THE DISTRICT
6.16
EVALUATE FUNCTION OF COMMITTEES IN TERMS OF STRUCTURE AND QUALITY OF PRODUCT
6.17
SUBMIT RECOMMENDATIONS FOR CURRICULUM MODIFICATION
6.18
CONTINUE ACTIVITY ON AN ANNUAL BASIS
6.19
EVALUATE COMMITTEE EFFECTIVENESS
RECYCLE

ACTIVITY SERIES ⑥

DEVELOP A PROCEDURE FOR CURRICULUM STUDY AND IMPROVEMENT INVOLVING STUDENTS AND PARENTS

> "City schools as they now exist largely confine students to sitting in boxes with the choice of acquiescing to teacher demands or getting out."
> -- TEACHING AS A SUBVERSIVE ACTIVITY, 1968

ACTIVITY SERIES 7 MODIFY SCHOOL OPERATION STRUCTURES TO FACILITATE INDIVIDUALIZED INSTRUCTION

Rationale

Responsibility, decision making and accountability must all be integral parts of any defined role. When these three factors are assigned to different management levels none of them can be effectively accomplished. It is not reasonable to hold the teacher accountable for student performance when the principal has decised how the teacher shall assist the student in gaining identified objectives; neither is it reasonable to hold the principal responsible for individual student performance in objective achievement when the student follows a program designed by just the teacher. At the school level the teacher and principal should each have a clearly defined role so that each understands those things for which he is responsible, what decisions he shall make, and how he will be accountable for what he does.

Activity Series 7 really consists of two parallel activities, one developing the principal's role, the other developing the teacher's role. They should be viewed together for the interface between the two is constant. The program within the school is not a line and staff operation. It is a team effort in which each member of the team performs certain functions that aid students in achieving educational objectives. When the students in the school succeed it is because each member of the team performed effectively; if students fail to achieve reasonable objectives related to their needs and capacities to learn it is because the team failed. Each member of the team (principal and teacher) must be held accountable for accomplishing his assigned tasks.

This definition of function is most important at the school level for it is here that the student is placed in intimate personal contact with the community's public educational services. All school district activities exist only to make the student/teacher contact effective. Clarification of what teachers and principals do is the prime function of management accountability, a major configuration of designing educational improvement.

Activity Series 7 describes a series of related activities that should take place to define the functions of principal and teacher in such a way that each clearly understands what the other is to do. These activities can and should begin at once. They would be effective in our traditionally staffed finger-plan buildings of self-contained classrooms, and will be effective in our open space structures where a differentiated staff is implementing an ongoing, non-graded individualized program. The implementation of Activity Series 7 is vital to developing schools that can effectively serve the needs of today's students and the students who must be served in the years to come.

Activity 7.1 Initiate changing the principal's role
Fall 1969

Activity 7.2 Fall 1969

Initiate changing the teacher's role

Activity 7.3 Fall 1969

Accept in principle the role of the school principal as defined by Project Design

This involves a reduction in the emphasis of the current role as school manager and an increase in the role of the principal as the educational leader of the school. It also means the principal becomes responsible for developing the educational program of the school as the district assigns this responsibility to him by relieving him of some of the routine managerial functions that can be done as well by other personnel or machine. The complete descritpion of this role is found in Volume B of this Educational Master Plan. The role will be further defined as the implementation of Activity Series 7 is accomplished.

Activity 7.4 Fall 1969

Accept in principle the role of the teacher as defined by Project Design

The role of the teacher is changing at the present time.. Changes are occurring as new media and materials dictate new methodology. The role is also changing because of the introduction of paraprofessional staff into the classroom. Changing patterns in the use of time also cause a role change. These influences, along with others, make it impossible to state unilateral specific job descriptions for teachers in general. It can be seen, however, that increased flexibility of staff utilization, time utilization and media allow the teacher the opportunity to define educational programs for specific students rather than just classes. With the inevitable variation in programs that occurs when each child has an individual set of objectives designed to meet this personal needs, the teacher will have to spend more time in evaluation of progress. This evaluation is not primarily for grading as in the past, but becomes an integral part of program planning. The role of the teacher is perhaps best seen as an educational diagnostician and a designer of the dynamic environment exposure that best serves the student's needs.

Activity 7.5
Spring 1970
or Fall 1971

Select personnel for training and specific role definition development

This step is perhaps the most crucial one in the implementation of these activities leading toward role definition in the schools of the future. These personnel will have the dual responsibility of specifically identifying and implementing education roles different from those in effect today. They will have to do this while they continue to serve their present roles. The personnel needed for this operation are those who are doing a good job now, recognize they are doing a good job under the present conditions, and yet realize that there are unlimited opportunities to do better by doing things differently. It is unlikely that the entire staff of any one school would meet these criteria.

It may be that people from several different schools may have to be selected with the understanding that they will become leaders to implement this program in selected pilot schools. The number of people chosen for this initial training and development period will depend upon the number of schools in which the pilot is to be implemented. The training program will take one full school year and be divided roughly into two parts. The first part of the year will be spent primarily in role definition (Activities 7.6 to 7.13) and the second part of the year in program preparation (Activities 7.14 to 7.21).

Activity 7.6
Fall 1971

Define relationship to the community

The responsibility for making this definition is primarily the principal's. He will have to become aware of the conditions that are unique to his specific school. This means knowing the SES (socio-economic status) of the immediate neighborhood, what people do for work and recreation, what aspirations they have for their children and perhaps most important of all, what they expect from the school. The principal then must make his teaching staff equally aware of these values. The principal must not only convey community values to the school's personalized interest in the community. This may be more difficult than getting information because for many years an apathy to school involvement has developed in many parts of our community.

Activity 7.7 Define relationship to central office

Fall 1971

Even though the district will have given the go-ahead to the program by this time, one can expect difficulty in defining this changing relationship. The mechanics alone computer programs, standardized forms, traditional central control of resources, etc. — will make this a trying task. It may be necessary to establish a separate budgeting record for each selected pilot school. It will be the principal's responsibility to keep this information channel flowing freely. Effective communications during the entire development phase is essential. Neither the Central Office nor the pilot school principal should receive many surprises. The principal's relationship with the central office will be essentially liaison between programs developed by teachers and resources distributed by central management.

Activity 7.8 Principal define relationship to school staff

Fall 1971

Activity 7.9 School staff define relationship to principal

Fall 1971

Activities 7.8 and 7.9 must be concurrent. It will require some in-depth analysis as to what the educational program of the school is to be. The principal must supply the information relevant to the unique needs and values of people to be served by the school, and the staff must supply information as to specific educational objectives to be accomplished and the methodology by which they feel tasks can best be done. These activities are ongoing and are done with the understanding that they will never fully be completed. Any school program is a dynamic operation and should be. The principal/staff relationship should be such that opportunity for effective change is built into the relationship. As new tasks occur they must be done by someone and, equally important, as certain tasks become irrelevant they should be eliminated. The mutual examination of all tasks to be performed produces the best chance of assigning tasks to those who can best perform them.

Activity 7.10
Fall 1971

Teachers define relationship to others on school staff

This activity is closely related to Activities 7.8 and 7.9. The difference lies in making the best use of personnel other than the principal and teacher. The degree to which the school uses auxiliary non-certificated staff will determine the amount of activity, as will the use of teaching teams and departmentalization. This activity will involve decision making as to who can best and most economically perform certain tasks. Examples of items to be considered will be generating supply orders, ordering films, supervising yard activities, guiding small group activities, designing field trips, preparing written materials, supervising the learning center, coordinating use of space in open space buildings, etc.

Activity 7.11

Teachers define relationship to parents

Fall 1971
Continuing
into
Spring 1972

There will be two aspects to this activity. First, the teachers together should determine to what extent, and how, they wish to involve parents in the process of educating the child so that when they actually approach parents the operation is coherent and organized. Second, the teachers personally contact the parents.

The first activity must be done in cooperation with the principal. He must know specifically how parents are to be involved. The teachers must also design methods of informing parents in a positive way of their child's progress to date so they can realistically participate in the preparation of an educational program for their own child. Decisions will have to be made as to whether the teacher goes to the home or the parents come to the school. All questions related to when to contact, where to contact, how long to contact, and degree of decision to be given to parent should be answered by the teachers before any of the second part of this activity begins.

The second part of this activity must be carefully executed. Historically, a school/parent contact that is initiated by the school frequently means trouble. Usually the child has done "something". The parents then respond in a variety of ways, very few of which are positive.

Sometimes the parent sides with the school which does little to strengthen family ties. Sometimes the parent sides with the child and together they view the school as an oppressive inhuman educational machine, or, sometimes worst of all, the parent supports the school in front of his child but inwardly questions the wisdom of school decisions and effectively alienates himself from both school and child. This pattern of past parent/school relationship must be considered before teachers approach parents for significant involvement. The institutional threat of the school, while common in all parts of the community, is most pronounced in low socio-economic and minority communities where any agency is viewed as a threat. It is anticipated that tact, patience, and frustration will be the components of this initial program of involving parents as the personal representatives of their child in deciding what the child's future in school shall be.

It will be easy to decide to abandon Activity 7.11 and the temptation to do so will be great. However, misunderstanding and non-relevance are two of the school's major weaknesses at the present time. Meaningful dialogue between parents and teachers is the best way to overcome these weaknesses and this activity is vital to the development of educational programs that meet children's needs and are understood by the schools. There have been and are now some instances of significant cooperative efforts in education between school and parent. Private schools do this extensively and it is being done in Fresno City Schools at the nursery, preschool, and kindergarten "follow through" programs. It is not easy to change an attitude developed through several generations, but that attitude of separation of school and home must be changed and only teachers can do it.

Activity 7.12 Fall 1971

Teachers define relationship to students

This activity is one that could easily be overlooked. Many teachers feel that they already understand their relationships to the student and that their present understanding is satisfactory. Teacher/pupil relationships were examined in depth by Dr. Don DeLay in Project Design's Needs Assessment Publication No. 18, Teaching/Learning Processes.

> A major conclusion from this investigation is "A sound basis for learning should be predicated upon creation of behavioral change resulting from the acquisition of information which has personal meaning. In the process the student must:
> a. Learn to select from a breadth of alternatives and to accept the responsibility for his choices.
> b. Be actively involved in the learning processes.
> c. Develop tools of inquiry.
> d. Be motivated intrinsically rather than extrinsically.
> e. Feel confident in his own learning skills because the teacher believes in his ability to learn; self-esteem must exist for instruction to be effective.
> f. Be allowed to participate in a learning design which is a continuous human process reflecting open-endedness."

The examination of this publication, along with others such as Glasser's Schools Without Failure, should be the beginning steps in this activity. Together, teachers will develop methods by which students really do participate in the design of their own educational programs. The teachers should conduct this activity in such a way that students along with parents (Activity 7.11) are the designers of personalized educational programs based on goals and objectives that students themselves see as relevant and as attainable with their own skills. The general change in teacher role at this point is a emphasis shift from "teacher teaching" to "student learning".

Activity 7.13
Fall 1971

Define professional responsibility

As the various roles of school personnel are developed in Activities 7.6 through 7.12, it will be the responsibility of those involved in making those definitions to share them with the rest of the profession. This must be done at least at the local level so that all members of the Fresno teaching staff can understand what is happening in the pilot schools. If time permits, the results should receive a wider dissemination by means of conference participation, workshop organization and through professional literature. The dissemination should be made in such a way that response is encouraged and these responses can add to the continuing process of role definition.

Activity 7.14
School Year
1971-72

Initiate extensive communications with lay groups and individuals

This activity will be initiated by the principal. At first it consists of describing the ongoing planning activities and making people aware of the desired outcomes. As specific pilot schools are identified, parent groups associated with the schools are involved. As opportunities present themselves, final plans should be widely disseminated in the community through luncheon club talks, press, and any other media.

Activity 7.15
School Year
1971-72

Report activities —— receive information —— procure resources

These are ongoing activities of the principal following Activity 7.7.

Activity 7.16
School Year
1971-72

Consider budget constraints

The responsibility for observing budget constraints lies with the principal. The allocation of budget resources within the school will be jointly done by principal and staff. This will involve making value judgments and be the initial step in developing Program Planning Budgeting Systems (PPBS).

Activity 7.17
School Year
1971-72

Principal aids and supervises staff planning activities

Activity 7.18 Identify educational objectives

School Year 1971-72

The staff should state, behaviorally if possible, what specific objectives they want students to achieve (Activity 1.6). These will vary from those applicable to all students, like a degree of increasing reading accomplishment, to individually designed objectives tailored specifically to student desires, like making a paper-mache puppet with arms that wiggle.

Activity 7.19 Identify resources

School Year 1971-72

Resources to be identified by the planning group include the following:

a. People As specific activities to be performed are defined, consideration should be given to the training and skills required for proper performance. It may well be that many things can be done by non-certificated personnel, and in many cases even the services of parent volunteers could be considered.

b. Things Items to be considered here will depend on availability of materials currently present in the district and the specific methodologies to be used. Care should be taken in the selection of things to be sure that each item selected will actually contribute to the achievement of stated objectives. Consideration should be given to things available in the community at large as well as in the school. In some cases it may prove less expensive to make a field trip than to bring materials to the school. This operation must be closely correlated with Activity 7.16.

c. Time This is the most limited resource and the one over which the staff has least control. As educational objectives are identified and given priority, time should be budgeted on a corresponding priority. If specific items having time constraints are used, such as films or field trips, the time involved should be carefully considered.

Another time consideration is made in developing the sequence of presentation. Evaluation procedures must be determined in advance and sufficient time allotted for administering evaluation instruments, examining the evaluation and making effective use of it. If all evaluation procedures are left to the end of the program much of their potential use is lost.

Activity 7.20 Spring 1972 Design specific educational program for each individual student

This activity is primarily a teacher responsibility. It should be done in cooperation with both student and parent.

The final program should include the following things with a general description of how each is to be accomplished and evaluated.

1. Objectives determined by the district for students of that grade level.
2. Objectives determined by the parent as relevant to their child's needs.
3. Objectives determined by the student as things he would like to do.
4. Objectives to be accomplished by the class as a whole.
5. Objectives to be accomplished by subgroups within the class.
6. Objectives to be accomplished by the student as an individual.

As the individual student programs are completed they are to be submitted to the principal for approval and/or modification before being implemented in the year following.

Activity 7.21 — Spring 1972

Principal approve teacher-designed educational programs

Activity 7.22 — Spring 1972

Develop advisory committee for pilot schools

As the planning activities have been going on, the principal should be in constant communication with lay people related to the school (Activity 7.14). As the time for implementing the program approaches it may be desirable to establish a final means for communicating with lay people representing the school. A district initiated school advisory committee should be considered (Activity 5.8). It may or may not have the PTA as its nucleus. Through such a group the principal would have access to local opinion concerning the program to be implemented and could respond to the concerns expressed. Information gained would be made available to the teacher who could then also benefit from this communication channel.

Activity 7.23
School Year
1972-73

Define the school program in lay terms

This is a supplement to Activity 7.11 that continues through the school year as the new program is implemented. It is anticipated that many questions will arise as results of the new program are evident. It will be the responsibility of the principal to allay fears and reconcile misunderstandings that are bound to occur when a long established traditional behavior pattern is modified.

Activity 7.24
School Year
1972-73

Supervise program implementation

The principal is responsible for seeing to it that the individual educational programs designed by teachers for students are effectively implemented. Much of his time will have to be spent in the classrooms with teachers and students making firsthand observations of the teaching processes. This will be necessary so he can make realistic reports of progress (Activities 7.15, 7.23 and 7.31).

Also, he will serve the role of educational leader and should make constructive suggestions on the use of the various resources available. During this first year of implementation, no plan should be so rigid that it cannot be modified; however, the principal must be aware of any modifications that are made. By being personally involved in the implementation process he will be better able to discern the strengths and weaknesses of the first year implementation.

Activity 7.25
School Year
1972-73

Staff implement the program

This is the staff counterpart of Activity 7.24. However, there will be a greater emphasis on student response and input. This program will not appear as different to students as the staff feels it is. Student's actions have traditionally been guided by the teacher and they will still expect that degree of direction. The problems that will be faced by the staff during the first year of implementation have been well-described by Herbert Kohl in the May/June 1969 issue of the Grade Teacher:

> As much as we desire to be open we also find ourselves fearing that freedom will turn into chaos. I remember telling my students that they were free to choose what they wanted to do, and then taking back that freedom in moments of impatience, frustration and anger. I remember fearing the opinions of other teachers and losing faith in what I was trying to do. I also remember moments when I felt empty of ideas, when my pupils asked me what it was possible to do and when I had nothing to tell them. Conformity and authority are sometimes very tempting.

Particular attention should be given to modifying statements of objectives and redefining individual programs with students and parents as changes are indicated.

Activity 7.26 Develop specific evaluation procedures

School Year 1972-73

This will be a continual exercise in doing what is possible. The initial program design, Activity 7.20, will have included means for evaluation, and the utilization of resources, Activity 7.19, will have indicated that evaluation will take place. However, specific instruments will have to be developed and finalized as the actual student product is observed.

Activity 7.27 Complete ongoing evaluation

Spring 1973

This activity is done by teachers and will be largely based on cognitive gains and student adaptation to the program.

Activity 7.28 Report to parents

Spring 1973

In addition to "grades", which will ultimately vanish, there should be some summary statement of significant accomplishment due to the involvement of the children in the pilot program. This statement may well follow the more complete staff evaluation process (Activity 7.29).

Activity 7.29 Evaluate total program effectiveness

Spring 1973

This is an internal activity involving the principal and his staff. It would be wise to plan for additional on-the-job time for this task after school is out. This is when memory, evaluation facts, cognitive achievement measures, indicated affective area changes, and pure emotion must all be allowed to come into play. Every member should look at the year's experiences in terms of the expectations from the past the fall. The results of this internal evaluation are the basis for next year's specific plans.

Activity 7.30
Summer 1973

Report results of pilot in terms of Program Planning Budgeting System (PPBS)

This activity is optional. It will largely depend on the nature of budget reporting done in the district and the completeness of records kept during the pilot on cost per activity. Any figure presented at this time in a PPBS report should not be taken as ongoing fixed costs for they represent "first times" and "lack of familiarity" experiences which usually reflect higher costs.

Activity 7.31
Summer 1973

Review school accomplishment

This is an assigned task of the principal. This complete review is the written report of Activity 7.19. It should be given to the parents, students (depending on maturity), school advisory committee, district administration and Board of Education. If at all possible it should also be directed to an evaluator outside the district. This written review of the first pilot year will serve as an important tool in Activity 7.32.

Activity 7.32
Summer 1973

Design second pilot year

This involves either re-doing or modifying Activities 7.6

to 7.20. In most cases the necessary modifications would have been made as the first year of the pilot was implemented. Activities 7.20 and 7.21 will have to be done each year. Knowledge of effective techniques will allow some speeding up of the program planning, but too much speed at this point is not desired. These two activities describe the initial parent/student/teacher contact and are the first crucial steps in designing a full year's education experience.

Activity 7.33
School Year
1973-74

Implement second pilot year

This involves repeating Activities 7.24 and 7.25.

Activity 7.34
Spring 1974

Evaluate second pilot year

This involves repeating Activities 7.27 to 31.

Activity 7.35
School Year
1974-75

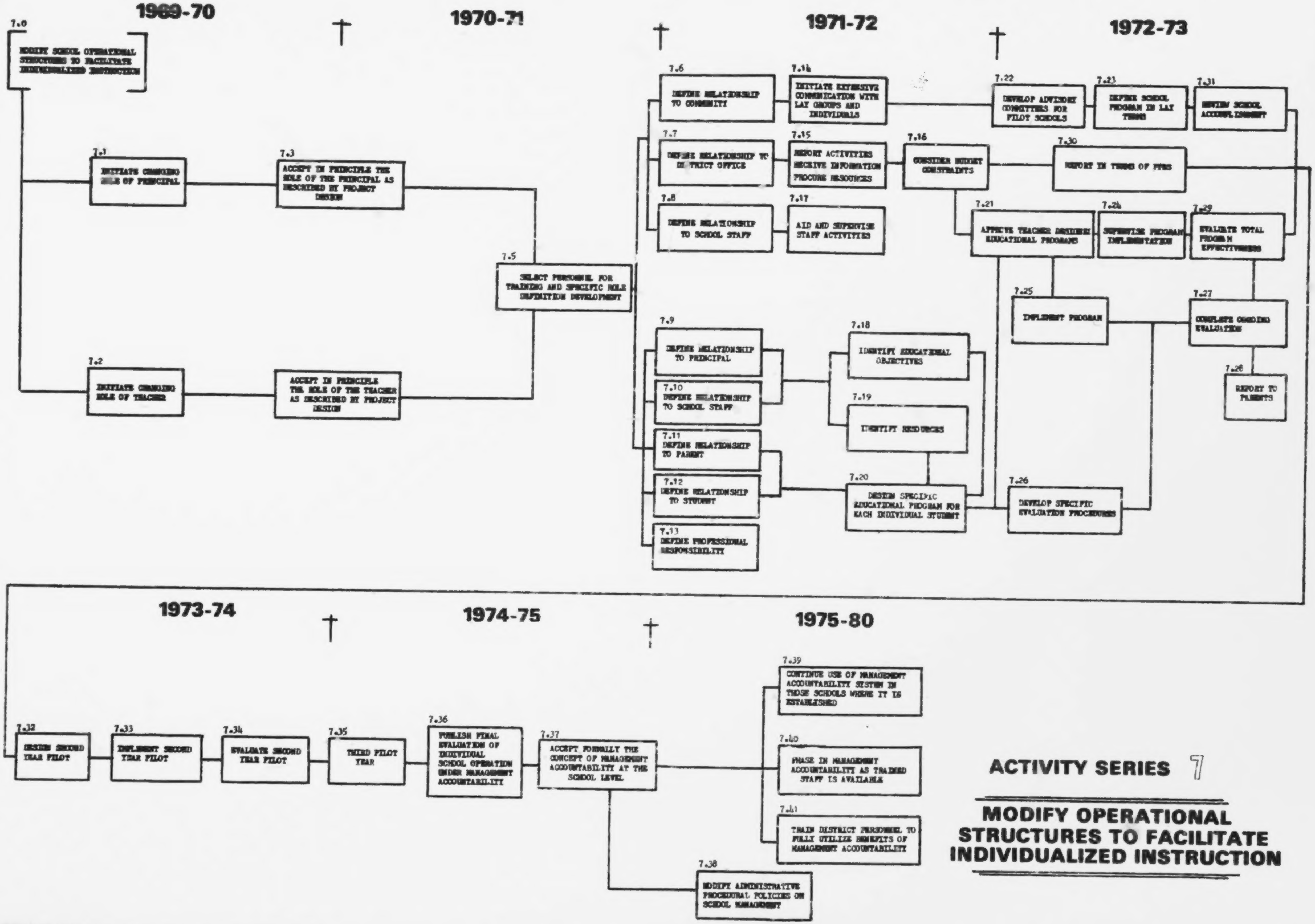
Conduct third pilot year

Activity 7.36
Early Spring
1975

Publish final evaluation of three-year pilot program

This final evaluation will be a summary of the previous two evaluations plus what information has been gained during the third year. It should be distributed prior to the close of school so that all district personnel have time to respond to it. This document would contain recommendations, if any, for the district, with implementation of management accountability as the operational format for all district schools.

Activity 7.37 Spring 1975	Secure Board of Education commitment to formally accept the concept of management accountability as the operational procedure at the individual school level
Activity 7.38 Spring 1975	Modify district administrative procedures related to individual school management to conform with Board of Education policy
Activity 7.39 Spring 1975 Continuing	Continue to use management accountability in those schools where it is established
Activity 7.40 Begin Spring 1975	Phase in management accountability as the school operational format as trained personnel become available There is a possibility that the phasing-in process may be best done by following a specific group of students through grade levels. The students and parents who have been exposed to the opportunity to participate in responsible decision making may be the best group to implement the program at successive grade levels. Taking away opportunities once given is usually hard to do.
Activity 7.41 Begin Fall 1975 Continuing	Train district personnel to fully utilize the benefits of management accountability Such training would become an ongoing program and should be provided, not only for staff currently employed, but for all personnel new to the district.


1969-70
1970-71
1971-72
1972-73
7.0 MODIFY SCHOOL OPERATIONAL STRUCTURES TO FACILITATE INDIVIDUALIZED INSTRUCTION
7.1 INITIATE CHANGING ROLE OF PRINCIPAL
7.2 INITIATE CHANGING ROLE OF TEACHER
7.3 ACCEPT IN PRINCIPLE THE ROLE OF THE PRINCIPAL AS DESCRIBED BY PROJECT DESIGN
ACCEPT IN PRINCIPLE THE ROLE OF THE TEACHER AS DESCRIBED BY PROJECT DESIGN
7.5 SELECT PERSONNEL FOR TRAINING AND SPECIFIC ROLE DEFINITION DEVELOPMENT
7.6 DEFINE RELATIONSHIP TO COMMUNITY
7.7 DEFINE RELATIONSHIP TO DISTRICT OFFICE
7.8 DEFINE RELATIONSHIP TO SCHOOL STAFF
7.9 DEFINE RELATIONSHIP TO PRINCIPAL
7.10 DEFINE RELATIONSHIP TO SCHOOL STAFF
7.11 DEFINE RELATIONSHIP TO PARENT
7.12 DEFINE RELATIONSHIP TO STUDENT
7.13 DEFINE PROFESSIONAL RESPONSIBILITY
7.14 INITIATE EXTENSIVE COMMUNICATION WITH LAY GROUPS AND INDIVIDUALS
7.15 REPORT ACTIVITIES RECEIVE INFORMATION PROCURE RESOURCES
7.16 CONSIDER BUDGET CONSTRAINTS
7.17 AID AND SUPERVISE STAFF ACTIVITIES
7.18 IDENTIFY EDUCATIONAL OBJECTIVES
7.19 IDENTIFY RESOURCES
7.20 DESIGN SPECIFIC EDUCATIONAL PROGRAM FOR EACH INDIVIDUAL STUDENT
7.21 APPROVE TEACHER DESIGNED EDUCATIONAL PROGRAMS
7.22 DEVELOP ADVISORY COMMITTEES FOR PILOT SCHOOLS
7.23 DEFINE SCHOOL PROGRAM IN LAY TERMS
7.24 SUPERVISE PROGRAM IMPLEMENTATION
7.25 IMPLEMENT PROGRAM
7.26 DEVELOP SPECIFIC EVALUATION PROCEDURES
7.27 COMPLETE ONGOING EVALUATION
7.28 REPORT TO PARENTS
7.29 EVALUATE TOTAL PROGRAM EFFECTIVENESS
7.30 REPORT IN TERMS OF PPBS
7.31 REVIEW SCHOOL ACCOMPLISHMENT
1973-74
1974-75
1975-80
7.32 DESIGN SECOND YEAR PILOT
7.33 IMPLEMENT SECOND YEAR PILOT
7.34 EVALUATE SECOND YEAR PILOT
7.35 THIRD PILOT YEAR
7.36 PUBLISH FINAL EVALUATION OF INDIVIDUAL SCHOOL OPERATION UNDER MANAGEMENT ACCOUNTABILITY
7.37 ACCEPT FORMALLY THE CONCEPT OF MANAGEMENT ACCOUNTABILITY AT THE SCHOOL LEVEL
7.38 MODIFY ADMINISTRATIVE PROCEDURAL POLICIES ON SCHOOL MANAGEMENT
7.39 CONTINUE USE OF MANAGEMENT ACCOUNTABILITY SYSTEM IN THOSE SCHOOLS WHERE IT IS ESTABLISHED
7.40 PHASE IN MANAGEMENT ACCOUNTABILITY AS TRAINED STAFF IS AVAILABLE
7.41 TRAIN DISTRICT PERSONNEL TO FULLY UTILIZE BENEFITS OF MANAGEMENT ACCOUNTABILITY

ACTIVITY SERIES 7

MODIFY OPERATIONAL STRUCTURES TO FACILITATE INDIVIDUALIZED INSTRUCTION

> "Training is everything. The peach was once a bitter almond; cauliflower is nothing but a cabbage with a college education."
>
> --Mark Twain

ACTIVITY SERIES 8 DEVELOP A COMPREHENSIVE COORDINATED PROGRAM OF IN-SERVICE EDUCATION

Rationale

Education is inseparably caught up in the tempo of change. It is difficult to justify much that we do when we honestly ponder what we already know of technology, of man's problems in his relations to other men. Educators are responsible for generating the educational productivity which will enable men to remain masters over their social as well as their physical environments. Planning for change obviously requires training for change. The school systems of the future will demand significantly different training for their personnel.

In-service training has traditionally been an integral part of any program planning. In many school districts, including Fresno City, the in-service education of its staff members has been developed on an ad hoc basis. As a need for a specific skill or competency develops, a program for in-service education is initiated. In planning new programs and making adjustments to established programs, the training of staff has been an important segment of the planning process. Much training has originated at the school level and has operated exclusively within a given school.

On the surface it might appear that the change needed at the local level for the in-service program is relatively minor in comparison to other problems of the district.

The Needs Assessment, however, identified need for sweeping changes in the in-service program. Criticism included the need for organization. Currently there is no single administrative division which has the responsibility for in-service education in the district. Thus, there is little coordination of programs currently operating or planned for the future. There is no system whereby programs which contribute to one another are coordinated in their in-service objectives. Operating on an ad hoc basis does not lend itself to effective future in-service program planning.

All staff groups identified specific concerns for the in-service education they felt they needed. The staff should have an ongoing program in which expertise is evaluated and updated. As was stated earlier in this volume, one of the five steps toward developing a superior staff is that every person is properly trained to perform the task he is expected to do. As the functions of the staff change, new expectations for individual performance will demand a well-organized program of in-service training. In-service education has specifically been mentioned or has been implied in some phase of operation for each of the activity series recommended in this volume. A total district commitment to progress necessitates a coordinated systematic program of in-service education.

Activity 8.1 Board of Education makes a commitment to organize and
Fall 1969 control management of in-service education

This commitment would place a responsibility on the district administration to organize and manage a stronger in-service education program. As one of the accepted communicative agencies for community involvement, the board must be in a position to make suggestions to the district administration. With such a commitment by the board, the communication between the board and district administration would be facilitated.

Activity 8.2
Fall 1969
to
Spring 1971

Continue present district operation of in-service training

The conversion of the district's in-service program cannot be accomplished overnight; because of the time necessary to initiate change in a systematic manner, the present in-service program must continue. The need for such programs is not being questioned and their continuance must be adhered to until significant changes can be made.

Activity 8.3
Spring 1970

Identify objectives of present in-service program

This would entail the listing of all in-service programs, with an identification of those objectives which have been stated for each. No attempt would be made at this time to change or alter any objectives; the activity would consist of gathering those objectives which do exist.

Activity 8.4
Spring 1970

Consider present budget for in-service program

Budgetary items specifically related to in-service programs would be identified. These expenditures are a necessary ingredient for program evaluation.

Activity 8.5
Spring-Fall 1970

Begin design of district-wide coordinated program of in-service education

After identifying the objectives of the present in-service programs, considering the present budgets, and examining other in-service educational programs, the design of a newly coordinated program should begin. Coordination should take place between all levels of district operation including teachers, administrators, and students. The design of the new program should be coordinated with the interagency register so that in-service program needs external to the schools are identified. The initial design of such a program should be completed in one year, allowing for a continuing input during the year from within and outside the district. A specific organizational pattern for in-service activities including its administrative structure and implementation is the target.

Activity 8.6
Spring 1970

Examine other in-service educational programs

On a county, state, and national level, successful in-service programs should be identified, with the common elements which precipitated success identified along with unique programs which show promise.

Activity 8.7 — Design programs to accommodate identified needs

Fall 1970

Continuing

Utilizing the administrative operational pattern established in Activity 8.5, programs in which identified needs for in-service education exist are:

1. Objectives preparation - this was identified in the Needs Assessment and is implied in Activity 1.4 and specified in Activity 9.5.
2. Staff modification opportunities - this was implied in the Needs Assessment and is identified in Activity 2.7.
3. Minority problem awareness - one of the primary concerns identified in the Needs Assessment and also specified in Activities 10.13 and 10.23.
4. Open space facility utilization - this has been identified by the district and has been accounted for in the preliminary budget for school year 1969-70.
5. Others from Needs Assessment - these would include specific programs for adult and vocational education, those who evaluate staff, those who initiate or are included in new programs, those who need acquaintance with district policies and procedures.

Activity 8.8 — Budget for identified in-service education programs

Spring 1971

As a result of the planning procedure (Activity 8.5), the selected in-service programs would then be budgeted.

Activity 8.9
Fall 1971

Begin phasing out present ad hoc system of providing in-service education

The continuing in-service programs (Activity 8.2) would be phased out as a result of the new design for the program (Activity 8.5) and budgeted in Activity 8.8. However, some programs would undoubtedly continue to function if they met the new design and their continuance served a justifiable purpose.

Activity 8.10
Fall 1971

Continue development of centralized in-service education program

In order to develop a centrally controlled program, a centralized management structure must be established. This office, department, or section must have as its responsibility the over-all management and coordination of all ongoing programs, and must plan to systemize the meeting of future program needs. This suggests a management pattern with a single administrative position to have responsibility for the total program. This would more effectively facilitate the program in that one administrator could be easily identified with these responsibilities.

Activity 8.11
Fall 1971

Implement centralized in-service education program on a limited basis

Those programs identified in Activity 8.7 and budgeted in Activity 8.8, which could be implemented on a limited basis would be initiated at this time. No programs, however, even though on a pilot basis, should be implemented unless they were in harmony with Activity 8.7. One of the programs which would be piloted at this time is Activity 8.5.

Activity 8.12 Fall 1971	Select personnel The selection process would normally include those individuals who would be actively involved in the program for which the education is being provided. In some instances there would undoubtedly be flexibility involved in personnel selection. Selection should also include as many levels as possible so that coordination of the product of such programs would be facilitated.
Activity 8.13 School Year 1971-72	Carry out training The training program would not necessarily be confined to any one school year, but if it did extend into more than one year, an evaluation should be made at least once during the year. One of the identified pilot projects to be initiated this year is shown in Activity 2.7.
Activity 8.14 Spring 1972	Evaluate Results This evaluation process would be based on objectives determined in Activity 8.11. Although evaluation on

a longitudinal basis would of necessity be delayed, progress evaluations should be made at the end of the first year's operation. The evaluative process must be consistent with the guidelines developed in Activity Series 9. The results of such an evaluation would be input material for Activity 8.10.

Activity 8.15 Fall 1972	Complete design for centralized program of in-service education The design for the program would be the result of Activities 8.10 and 8.11. The limited programs which were carried out the previous year after being evaluated would become guidelines for the completed design. The design for such a centralized program would not be rigid, inflexible or unchangeable. Instead, at this time the pattern for such a design would be identified and the mechanism for change would be incorporated into such a design.
Activity 8.16 Fall 1972	Continue operation of centralized program As was mentioned in Activity 8.15, the program would be continuous, ongoing, and flexible to meet changing needs.
Activity 8.17 Fall 1972	Develop a register of personnel with specific training Throughout the district many individuals have had educational experiences which could contribute to the betterment of the district's operation. Examples of this would be teachers who have been involved in NDEA

Institutes, National Science Foundation Institutes, and other governmental training activities. It could also include teachers who have traveled, attended local in-service programs, or acquired special talents or expertise in certain areas in a variety of ways. If these individuals were identified, the district could utilize their talents. Through this identification process we could match areas in which there is a need for such skills or expertise. A personnel skills registry system would of necessity be a continuing process with new skills identified as they are acquired. In order to facilitate this procedure, data processing staff should work closely with the personnel office.

Activity 8.18

Consider district credit

Fall 1972

The design of an in-service program must include the means by which recognition for involvement is identified. The utilization of acquired skills and talents would be a basic means by which the professional educator could experience this recognition. Other forms of recognition which would motivate participants should also be included in the design. District in-service programs conducted after school should be treated similarly to regular college classes so the participant can obtain both college credit and/or salary remmneration. This type of recognition, currently operational in the Los Angeles City Schools, is based on the belief that programs initiated within the district are just as likely to fill district needs as are college classes. Participants in district programs in Los Angeles may use in-service credit for salary advancement. Released time, or the inclusion of the in-service program within the regular school day, would further indicate Fresno's recognition of the value of such a program.

Activity 8.19 **Identify specific program needs**

Fall 1972

Each of the operational programs in the district would continue to be evaluated and identified. This identification process would be an input to Activity 8.15.

Activity 8.20 **Establish the in-service education program as an integral part of the district management**

Fall 1973

This would involve a decision by the Board of Education to establish a program unifying in-service components. This decision would be considered as an outgrowth and in harmony with Activity 1.6, the district objectives bank.

Activity 8.21 **Relate training to personnel assignment**

Fall 1973

As special talents and skills are identified, the matching of those having such talents to situations in which such qualifications are needed must take place.

Activity 8.22
Fall 1973

Relate district in-service to salary

As was stated in Activity 8.18, salary advancement is one form of recognition for those who participate in such programs. Programs which would relate to salary advancement would operate outside the regularly contracted time for staff.

Activity 8.23
Fall 1974

Continue district-wide in-service education functions utilizing centralized management

As changing in-service education needs are identified, the programs would change to satisfy such needs. The central management of such a program would have as its sole responsibility the identification of needs, the design of subprograms, the implementation of changes deemed necessary, and should share in the evaluation of the effectiveness of any changes.

Activity 8.24
Fall 1974

Identify needed programs

Part of the continuing process identified in Activity 8.23.

Activity 8.25
Fall 1974

Design appropriate program

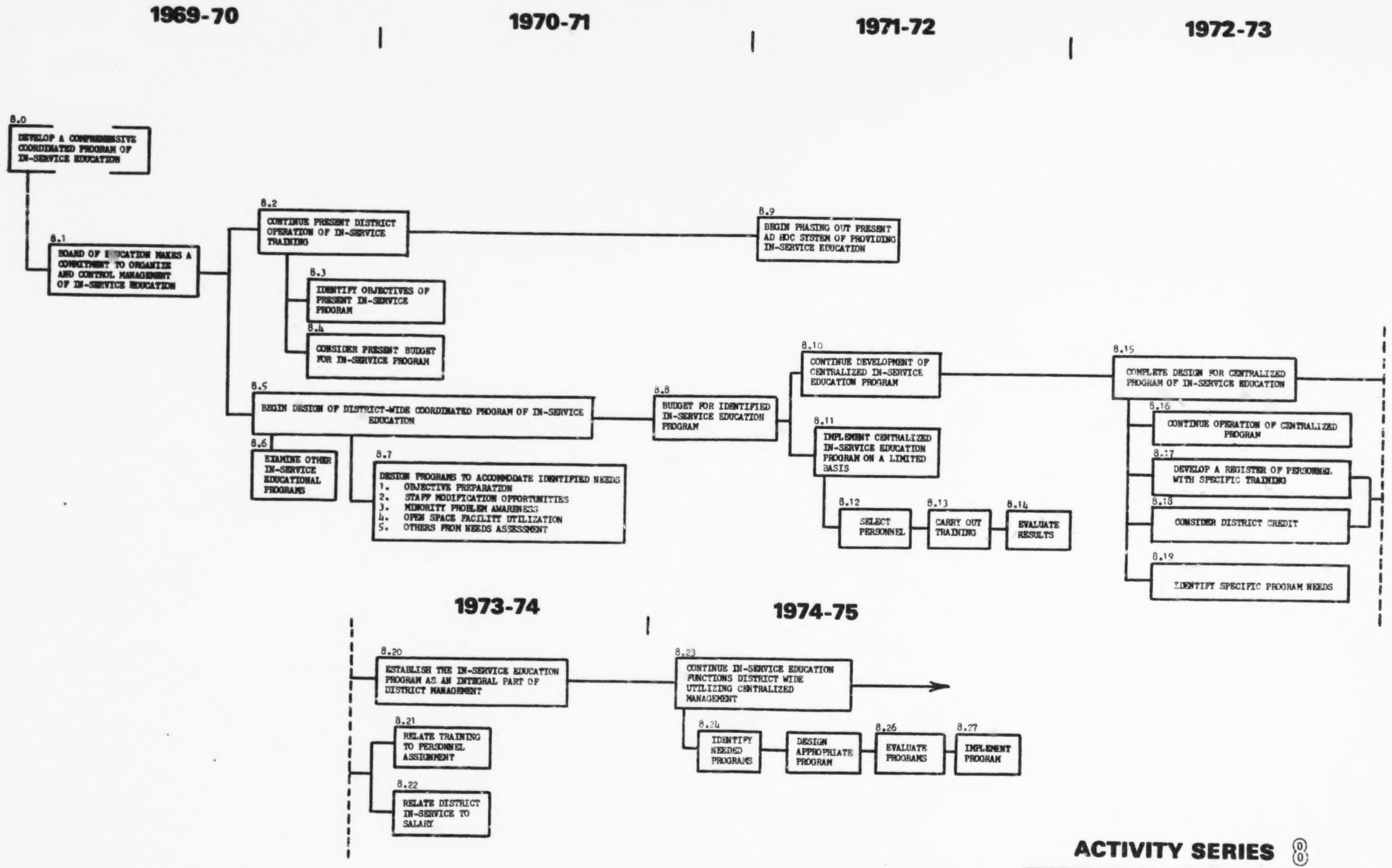
Part of the continuing process identified in Activity 8.23.

Activity 8.26
Fall 1974

Implement program

Part of the continuing process identified in Activity 8.23.

Activity 8.27	Evaluate programs
Spring 1975	Part of the continuing process identified in Activity 8.23.


1969-70
1970-71
1971-72
1972-73
8.0
DEVELOP A COMPREHENSIVE COORDINATED PROGRAM OF IN-SERVICE EDUCATION
8.1
BOARD OF EDUCATION MAKES A COMMITMENT TO ORGANIZE AND CONTROL MANAGEMENT OF IN-SERVICE EDUCATION
8.2
CONTINUE PRESENT DISTRICT OPERATION OF IN-SERVICE TRAINING
8.3
IDENTIFY OBJECTIVES OF PRESENT IN-SERVICE PROGRAM
8.4
CONSIDER PRESENT BUDGET FOR IN-SERVICE PROGRAM
8.5
BEGIN DESIGN OF DISTRICT-WIDE COORDINATED PROGRAM OF IN-SERVICE EDUCATION
8.6
EXAMINE OTHER IN-SERVICE EDUCATIONAL PROGRAMS
8.7
DESIGN PROGRAMS TO ACCOMMODATE IDENTIFIED NEEDS
1. OBJECTIVE PREPARATION
2. STAFF MODIFICATION OPPORTUNITIES
3. MINORITY PROBLEM AWARENESS
4. OPEN SPACE FACILITY UTILIZATION
5. OTHERS FROM NEEDS ASSESSMENT
8.8
BUDGET FOR IDENTIFIED IN-SERVICE EDUCATION PROGRAM
8.9
BEGIN PHASING OUT PRESENT AD HOC SYSTEM OF PROVIDING IN-SERVICE EDUCATION
8.10
CONTINUE DEVELOPMENT OF CENTRALIZED IN-SERVICE EDUCATION PROGRAM
8.11
IMPLEMENT CENTRALIZED IN-SERVICE EDUCATION PROGRAM ON A LIMITED BASIS
8.12
SELECT PERSONNEL
8.13
CARRY OUT TRAINING
8.14
EVALUATE RESULTS
8.15
COMPLETE DESIGN FOR CENTRALIZED PROGRAM OF IN-SERVICE EDUCATION
8.16
CONTINUE OPERATION OF CENTRALIZED PROGRAM
8.17
DEVELOP A REGISTER OF PERSONNEL WITH SPECIFIC TRAINING
8.18
CONSIDER DISTRICT CREDIT
8.19
IDENTIFY SPECIFIC PROGRAM NEEDS
1973-74
1974-75
8.20
ESTABLISH THE IN-SERVICE EDUCATION PROGRAM AS AN INTEGRAL PART OF DISTRICT MANAGEMENT
8.21
RELATE TRAINING TO PERSONNEL ASSIGNMENT
8.22
RELATE DISTRICT IN-SERVICE TO SALARY
8.23
CONTINUE IN-SERVICE EDUCATION FUNCTIONS DISTRICT WIDE UTILIZING CENTRALIZED MANAGEMENT
8.24
IDENTIFY NEEDED PROGRAMS
DESIGN APPROPRIATE PROGRAM
8.26
EVALUATE PROGRAMS
8.27
IMPLEMENT PROGRAM

ACTIVITY SERIES 8

DEVELOP A COMPREHENSIVE COORDINATED PROGRAM OF IN-SERVICE EDUCATION

"Educators seem to be in the business
of pulling up plants by the roots
everyday to see if they're growing"
--Anonymous

ACTIVITY SERIES 9 DESIGN MECHANISMS TO EVALUATE PRECISE ACHIEVEMENT OF EDUCATIONAL OBJECTIVES

Rationale

The evaluation of student achievement has been and continues to be an area of great concern, as indicated in the Needs Assessment report. A realistic appraisal of student performance is not required only for identifying student strengths and weaknesses, but is paramount to the evaluation of the program in which the student operates, and essential for a more realistic evaluation of the teacher and administrator in their roles as educators. An adequate testing program in which a realistic evaluation of student performance can be accomplished would have a positive influence on district operations, staff morale, student orientation, and parent understanding. Properly designed evaluation programs should be viewed as opportunities and not as threats to individual integrity.

If present trends continue, there is every indication that more and more emphasis will be placed on evaluation. On the Federal level, as more expenditures are used in local district programs, there is evidence that increasing evaluative criteria must be included. This is dramatized in the new guidelines for compensatory education programs. These demands are paralled on the State level. It is probable that in the near future the State legislature will mandate a more stringent testing program stressing an approach consistent with a Planning-Programming-Budgeting

System (PPBS). Recently, Senate Bill 1, although opening the door for innovative programs within the schools, also included requirements for determining the success for such programs. The Green Act also mandated a more stringent comprehensive evaluative system although allowing the flexibility for districts supplying their own measurement instruments.

In local district operation the need for a more effective evaluative system was emphasized in recent district programs such as Operation Renewal, staff orientations at Wawona Junior High, and the READ and RAP elementary projects.

On each level - Federal, State, and local - the required basis for evaluation is stated objectives, such objectives being defined as quantified achievements accomplished within a specific time period. These objectives must also be stated in behavioral terms so that measurable determinates can be made. As true behavioral objectives are established, the evaluative task becomes an identifiable procedural operation.

The operational aspects of PPBS (Planning, Programming Budgeting, System)mandate an investigation of the product or what is produced. Within the Fresno City Unified School District the primary testing instrument for evaluating the product has been the standarized test. Standardized tests, however, do not take into account significant differences in the community's cultural and economic characteristics. Also, standardized tests are not available to measure the effectiveness of specialized or unique programs. Another of the drawbacks in relying primarily on these tests is that many educational objectives are not evaluated because of their subjective nature. This is particularly true in the affective domain. A partial solution to this dilemma is to involve those who are the closest to the students, the classroom teachers, who should participate in developing criteria and procedures to make comprehensive evaluations of every program within the total educational process.

To strengthen the current operation/evaluation process, Activity Series 9 is recommended.

Activity 9.1
Fall 1969

Select personnel to design format for test development and to supervise all committee activities and communication

In order to initiate an effective testing program, a primary functional operation must be the selection and appointment of a person who would have the responsibility for the program. This position would include responsibilities for organization, coordination and supervision of operations. The designation of one individual would expedite administrative procedures and tend to eliminate bureaucratic tie-ups.

Activity 9.2
Fall 1969

Establish a test editing and coordinating committee consisting of: district personnel, college personnel, and State Department of Education personnel

Establish a test editing and coordinating committee. A suggested composition would include representatives from all levels of district operation, college, and the State Department of Education. Each of these would not only contribute through its divergent frames of reference to the actual test production, but through its participation the mechanics of an adoption of the testing program would be facilitated. State testing guidelines would be incorporated. College level thinking would reflect current testing theory and practice. District personnel participation would enhance base level acceptance for effective implementation.

Activity 9.3
Fall 1969

Establish committees for specific test item identification in the following areas: Kindergarten - grade 3, grades 4 - 6, grades 7 - 9 and grades 10 - 12

Establish committees for specific test item identification. This committee would be divided into grade level operations, with a suggestion for the first subdivision being a subcommittee for each of these identified four grade levels (K-3, 4-6, 7-9, 10-12). A further subdividing into subject areas and grade level divisions would probably be necessary. Specific suggestions for subcommittee formation are not given because of the desirable flexibility necessary for an effective organization. The committee should, however, consist exclusively of teachers.

Activity 9.4
Fall 1970

Develop familiarity with present instructional program in the district

Initiate an orientation process to acquaint members of the committee with current operational programs of the district, the district's current objectives, and other background knowledge.

Activity 9.5
Fall 1970

Receive training related to the developing of educational objectives

This committee would undergo an intensive in-service program related to the development of educational objectives. This in-service program would include many other participants. The development of educational objectives was identified in the Needs Assessment as a priority project for district attention and is indicated in Activity 8.7. Concurrent with this training the committee participants would begin to function as the primary test construction agency.

Activity 9.6
Spring 1971

Produce grade level tests of uniform design

The coordinating committee would have as its primary responsibility the production of grade level tests. In order to achieve this primary responsibility the input of questions from the grade and subject committees would have to be coordinated between the disciplines, and articulated between grade levels. Establishing of continuity showing sequential relationship of learning progression would be a functional change to this committee. Questions relating to basic factual understandings would be followed in subsequent grades by questions which would, if answered correctly, indicate an understanding of progressively more complex ideas and conceptual material. Relations between subject areas would be stressed through questions concerning such relationships.

Activity 9.7
Spring 1971

Gather and submit specific item for inclusion in district grade level tests

Specifically the various grade level, subject area subcommittees would gather items to be considered for inclusion in the final test. This committee would be responsible for the identification of specific test questions for each grade and in each subject area. The four grade level committees would also serve as the first screening mechanism, filtering out those questions which were not consistent with established district objectives. The specific test questions which survided this initial winnowing process would then be passed on to the coordinating committee.

Activity 9.8
Fall 1971

Examine proposed tests for accuracy and continuity

This test would then be sent to the various grade subject committees to be examined for accuracy and continuity.

Activity 9.9
Spring 1971

Deliver completed test to district for administration to every student at appropriate grade

The adopted tests would then be sent to the district for administration to every student at the appropriate grade level.

Activity 9.10
Spring 1971

Produce a report of expected student performance

Based on this assessment, a report would be produced by these committees as to the expected student performance on the accepted test.

Activity 9.11 District administers test 1

Spring 1971 The actual administration of the tests would culminate during the school year of 1971.

Activity 9.12 Determine statistical information

Fall 1971 The results would be utilized by the district for a statistical analysis of the administered tests. This analysis would also provide information on performance in relation to socio-economic status.

Activity 9.13 Produce item anaylsis

Fall 1971 The results would also go through an item analysis process at this time.

Activity 9.14 Supervise standardization

Fall 1971 The standardization process would be supervised by the coordinating committee so that pertinent input information and desirable output results would be known by the district statistical staff.

Activity 9.15 Produce a report of test effectiveness

Spring 1972 A test effectiveness report would be produced by the coordinating committee and sent to the grade subject committees. This report would be based on the following factors:

1) The statistical information used for standardization.

2) Information on performance in relation to socio-economic status.

3) An item analysis and

4) The grade subject committee report on anticipated student performance.

Activity 9.16	Examine test effectiveness report by grade level
Spring 1972	The test effectiveness report would be reviewed by the grade subject committees. This report would also be a significant input element for the continuing process of formulating district objective, (Activity 1.6).
Activity 9.17	Produce revisions as needed
Spring 1972	Revisions would be made when needed by the coordinating committee.
Activity 9.18	Suggest revisions
Spring 1972	Revisions would be made when needed by the grade subject committees.
Activity 9.19	Deliver test to district
Spring 1972	The revised test produced by coordinating committee would then be sent to be administered to students.
Activity 9.20	District administers test 2
Spring 1972	Revised test administered as the culminating activity for school year.
Activity 9.21	Determine statistical information
Fall 1972	District compiles statistical data from results.

Activity 9.22 Produce item anaylsis

Fall 1972 The district completes an item analysis from results.

Activity 9.23 Examine test results by grade level

Fall 1972 The coordinating committee's effectiveness report, along with suggested revisions, would constitute the grade subject committee's recommendations as to revisions needed.

Activity 9.24 Produce a report of test effectiveness second year

Fall 1972 The coordinating committee would utilize the analysis information from the district to produce a report of test effectiveness for the second year.

Activity 9.25 Suggest revisions

Fall 1972 The recommended revisions of the grade subject committees would be sent to the coordinating committee.

Activity 9.26 Produce test

Spring 1972 The coordinating committee would produce the third test.

Activity 9.27 District administers test 3

Spring 1972 The district administers the third test to all students in the district.

Activity 9.28 Submit tests 1, 2, and 3 with evaluation to State

Spring 1972 Department of Education for approval as district

The Board of Education would submit tests 1, 2, and 3 with an evaluation of each, to the State Department of

Education for its approval as the district's evaluation instrument.

Activity 9.29 Continue coordinating and editing cycle

Ongoing

The coordinating committee would continue to function as a coordinating editing body, revising tests when necessary.

Activity 9.30 Continue administration cycle

Ongoing

The District would continue to administer revised tests as they are produced and then evaluate results.

Activity 9.31 Continue evaluation and update cycle

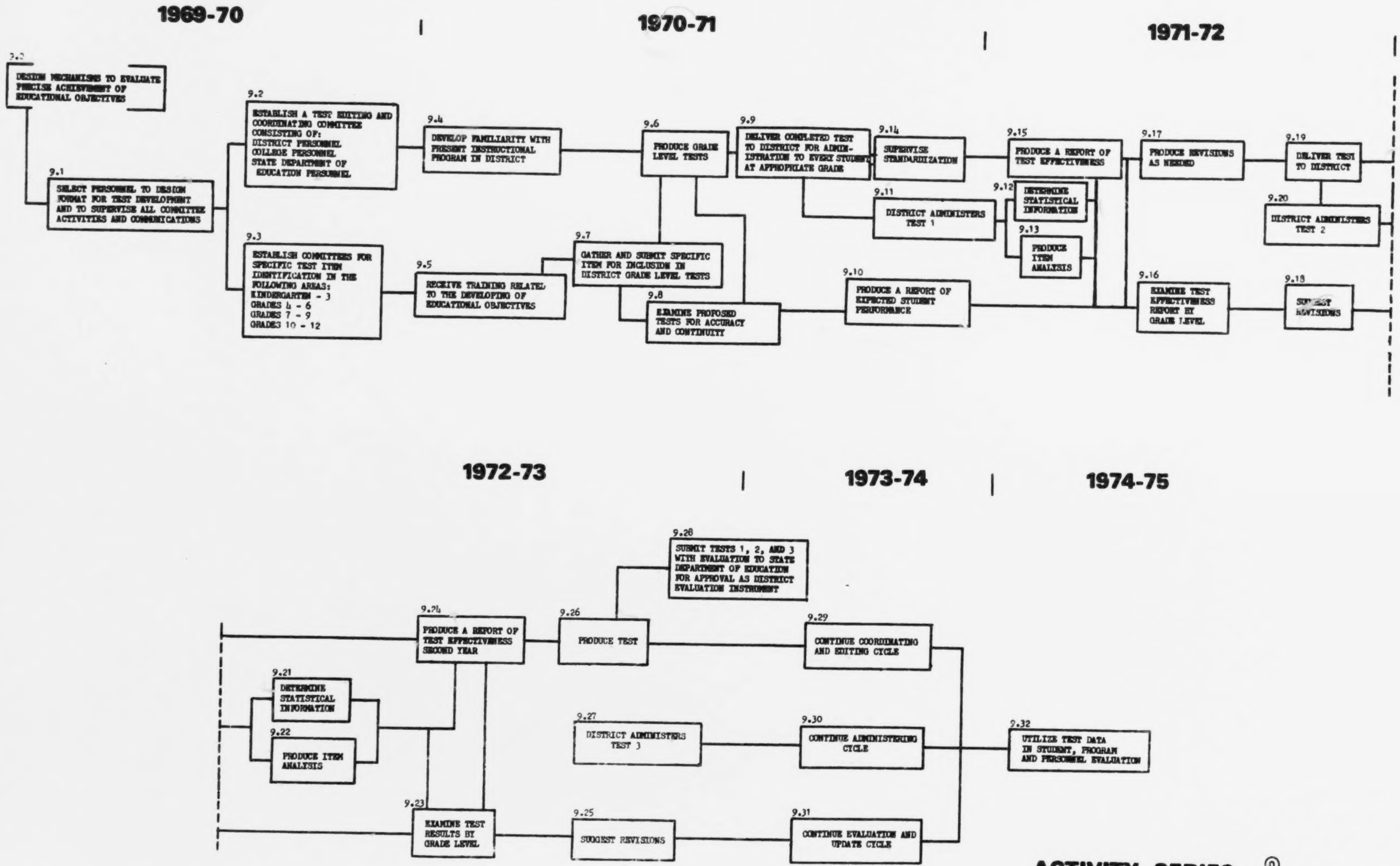
Ongoing

The grade subject committees would continue to evaluate and to update test items as needed.

Activity 9.32 Utilize test data in student, program and personnel evaluation

Ongoing

The test results would contribute to evaluation process of pupil progress, program effectiveness, teacher effectiveness, and management accountability. The assessment of pupil progress would be facilitated by the development of such tests. The instructional programs of the district would be evaluated by such tests in a manner which would be accountable to flexible, changing district objectives. Teacher effectiveness would be better identified with an input based on student performance. Management accountability would be enhanced similarly by such an input.


1969-70
1970-71
1971-72
9.0
DESIGN MECHANISMS TO EVALUATE PRECISE ACHIEVEMENT OF EDUCATIONAL OBJECTIVES
9.1
SELECT PERSONNEL TO DESIGN FORMAT FOR TEST DEVELOPMENT AND TO SUPERVISE ALL COMMITTEE ACTIVITIES AND COMMUNICATIONS
9.2
ESTABLISH A TEST EDITING AND COORDINATING COMMITTEE CONSISTING OF: DISTRICT PERSONNEL COLLEGE PERSONNEL STATE DEPARTMENT OF EDUCATION PERSONNEL
9.3
ESTABLISH COMMITTEES FOR SPECIFIC TEST ITEM IDENTIFICATION IN THE FOLLOWING AREAS: KINDERGARTEN - 3 GRADES 4 - 6 GRADES 7 - 9 GRADES 10 - 12
9.4
DEVELOP FAMILIARITY WITH PRESENT INSTRUCTIONAL PROGRAM IN DISTRICT
9.5
RECEIVE TRAINING RELATED TO THE DEVELOPING OF EDUCATIONAL OBJECTIVES
9.6
PRODUCE GRADE LEVEL TESTS
9.7
GATHER AND SUBMIT SPECIFIC ITEM FOR INCLUSION IN DISTRICT GRADE LEVEL TESTS
9.8
EXAMINE PROPOSED TESTS FOR ACCURACY AND CONTINUITY
9.9
DELIVER COMPLETED TEST TO DISTRICT FOR ADMINISTRATION TO EVERY STUDENT AT APPROPRIATE GRADE
9.10
PRODUCE A REPORT OF EXPECTED STUDENT PERFORMANCE
9.11
DISTRICT ADMINISTERS TEST 1
9.12
DETERMINE STATISTICAL INFORMATION
9.13
PRODUCE ITEM ANALYSIS
9.14
SUPERVISE STANDARDIZATION
9.15
PRODUCE A REPORT OF TEST EFFECTIVENESS
9.16
EXAMINE TEST EFFECTIVENESS REPORT BY GRADE LEVEL
9.17
PRODUCE REVISIONS AS NEEDED
9.18
SUGGEST REVISIONS
9.19
DELIVER TEST TO DISTRICT
9.20
DISTRICT ADMINISTERS TEST 2
1972-73
1973-74
1974-75
9.21
DETERMINE STATISTICAL INFORMATION
9.22
PRODUCE ITEM ANALYSIS
9.23
EXAMINE TEST RESULTS BY GRADE LEVEL
9.24
PRODUCE A REPORT OF TEST EFFECTIVENESS SECOND YEAR
9.25
SUGGEST REVISIONS
9.26
PRODUCE TEST
9.27
DISTRICT ADMINISTERS TEST 3
9.28
SUBMIT TESTS 1, 2, AND 3 WITH EVALUATION TO STATE DEPARTMENT OF EDUCATION FOR APPROVAL AS DISTRICT EVALUATION INSTRUMENT
9.29
CONTINUE COORDINATING AND EDITING CYCLE
9.30
CONTINUE ADMINISTERING CYCLE
9.31
CONTINUE EVALUATION AND UPDATE CYCLE
9.32
UTILIZE TEST DATA IN STUDENT, PROGRAM AND PERSONNEL EVALUATION

ACTIVITY SERIES ⑨

DESIGN MECHANISMS TO EVALUATE PRECISE ACHIEVEMENT OF EDUCATIONAL OBJECTIVES

> "When pressed for a single word which characterizes the essential element of American democracy, Max Lerner, the distinguished author of America as a Civilization came up with the word accessibility. This one word, accessibility, provides a singularly fruitful expression of the purpose of guidance in the American school."
>
> -- H. B. Mc Daniel

ACTIVITY SERIES 10 PROVIDE A COMPREHENSIVE GUIDANCE PROGRAM WITH EMPHASIS ON DEVELOPMENTAL SERVICES FOR EVERY STUDENT

Rationale

The Needs Assessment identified several major weaknesses in the guidance program:

1. The services now rendered do not constitute a coordinated program.
2. There is virtually no guidance service provided at the elementary level.
3. There are very limited services at the junior high level.
4. Guidance services offered at the senior high level are not readily available to the individual student when he has need.
5. The role of guidance personnel is perceived by both instructional staff and administration as administratively oriented rather than instructionally oriented.
6. Guidance services for individuals are largely remedial and made available late in the student's career rather than developmental and beginning when the student's career begins.

This activity series is designed to make three major changes: one, identify the role of the guidance personnel; two, shift the guidance emphasis from remedial to developmental; and three, provide full guidance services for every student in the district, preschool through high school graduation.

Role of Guidance Personnel

At the present time guidance personnel are serving both instructional and administrative functions. The proper function should be instructional. A guidance service is one that assists students in making personal decisions related to designing their future. The decisions that an individual student makes are based on his past experience and future plans. The art of making wise decisions has to be learned and guidance personnel are the experts in teaching this art. The administrative function that guidance personnel presently have is one that has evolved as a result of current practices. Because their numbers are limited they are located at either the central office level or in the administrative complex on an individual campus. This causes them to be viewed by students, teachers, administrators and even themselves as administration oriented. This trend toward administrative role is accelerated by two factors. Because they are available in the office, school administrators are quick to assign them administrative tasks as a matter of convenience. This causes the individual counselor to become, in effect, an apprentice administrator. Also, in recognition of this apprenticeship, the district seeks its administrators from the ranks of counselors. Hence, the counseling position, rather than emphasizing student service, has become the stepping stone to administration.

Shift Guidance Services from Remedial to Developmental

Decision making should become an integral part of every student's educational program. Therefore, every student should have the benefit of an expert guide in decision making. Because this service is not presently available in the early part of the student's educational program, his training in decision making is lacking. By the time students mature in their educational program many of them are faced with serious problems. The number and magnitude of these problems is presently so great that our limited staff is unable to effectively meet them, much less provide the developmental services that could have prevented them.

Provide Full Guidance Service for Every Student

Students should have available guidance service at any time they have to make a decision. This means that the time and place of guidance cannot be predicted. The single word that best describes the totally student-oriented effective guidance program is "accessibility". Who then is the logical person to provide the guidance service directly to the student? Obviously it cannot be the guidance personnel directly. They are too few. The services must be rendered by people immediately accessible to the student — his parent, guardian or teacher. It is the responsibility of the guidance personnel to work closely with the teachers to provide them with the training and tools they need to meet individual student and parent guidance needs. There should be times, however, when guidance personnel work directly with students, either in large groups when all will benefit by information, or with an individual student when a specific need arises. Another area of guidance frequently overlooked is that which students provide one another. A fully developed guidance program should provide groups of students with the opportunity to work with each other in clarifying their educational plans, their goals, their aspirations and to more fully understand their future.

Activity 10.0
School Year
1969-70

Develop specific guidance objectives

This activity is the responsibility of guidance personnel. In performing this activity the guidance personnel should not focus on what is presently being done but rather should emphasize guidance tasks that need doing. Each objective identified should clearly state what will be done, how much, to what degree, by whom, when, where, under what conditions, for whom or to whom, and how success or failure will be measured.

Activity 10.2
School Year
1969-70

Define present roles of guidance personnel

This activity has already been initiated by the Department of Guidance and Testing in 1967 when they published Handbook on Guidance Services. However, the handbook currently represents an ideal rather than a practice. To gain an accurate picture of present roles, time studies for individuals should be undertaken. These would consist of individuals recording at specified times through the day the exact activity they were currently engaged in.

Activity 10.3
School Year
1969-70

Determine total district cost of present guidance services

This activity is the responsibility of the director of guidance services. It involves putting into a single document guidance costs at the district level — guidance related costs of electronic data processing, the costs of special consultants with guidance functions and the costs of individual counselors within individual schools.

The document should also include the costs of maintaining the physical facilities that guidance personnel presently occupy.

Activity 10.4
School Year
1969-70

Determine program needs by relating identified objectives with present performance

This is the responsibility of the director of guidance services. To meet this responsibility, however, the director will have to employ the services of other guidance personnel at the district and school level and should also include representatives of the teaching staff and of parents. This task in itself is a needs assessment. A program need is a mismatch between the identified specific guidance objectives and the present role of guidance personnel. Mismatches occur when present personnel are doing things that do not lead to the achievement of an adopted objective or when present personnel are failing to do the things necessary to achieve identified guidance objectives.

Activity 10.5
School Year
1969-70

Identify guidance related tasks that can be done by teachers or non certificated staff

This is the responsibility of the director of guidance. This activity is one of the most important of the entire series. It is at this point that it will be determined what functions can best be done by other than the limited guidance staff directly. For example, talking to students is something that can be and is conveniently done by teachers. Those guidance tasks that involve student communication directly should be considered as assignable to the certificated staff. Mechanical handling of paper, test results, etc., should be considered the proper tasks for non certificated staff. Presently at the secondary level, the counselors are totally responsible for the preparation and supervision of each individual student's program. This program preparation should be done by the student in cooperation with his teacher and parent. The counselor would only be involved at the individual level with the student when significant problems occurred that could not be reconciled by the student, parent and teacher working together. Another task that should be seriously questioned is the function of the counselor in designing the master schedule for the entire school program. This task is one that is largely mechanical and is related to the administration of the school program. The single criterion to be used in determining what tasks must be performed by guidance personnel is they should perform tasks that no one else is qualified to perform.

Activity 10.6
School Year
1969-70

Determine most effective use of electronic data processing services

To effectively guide students in program planning and in implementation, the teachers need all of the data possible to assist in this task. They should have readily available information concerning the student's previous performance in various areas and a record of programs that students have previously designed. Consideration should be given to making the data available at teacher call rather than at specified times during the school year.

Activity 10.7
School Year
1970-71

Maintain effective operations that meet identified objectives

This is the responsibility of the director of guidance. The sum of information gained in Activities 10.4, 10.5 and 10.6 will have identified guidance related tasks that meet identified objectives and are appropriate for guidance personnel. Programs of this nature should be continued and as a complete district-wide program of guidance is developed in Activity 10.8 each identified operation will become an integral part of that program.

Activity 10.8
School Year
1970-71

Develop a program that coordinates guidance services at individual school and district wide levels (see narrative for suggested preliminary design)

The chart on the next facing pages presents an outline of a guidance program correlated with the program of individualized instruction. The program is designed in such a way that guidance is fully integrated with the instructional program and becomes a cooperative function of guidance personnel and teacher, student

OUTLINE OF A GUIDANCE PROGRAM CORRELATED WITH A PROGRAM OF

Prime Responsibility / Time	Early Childhood Age 3-7 Grade Pre School - K	Elementary School Age 6-12 Grade 1-5 or 6
Guidance Function Provide Teachers with training and tools needed to meet individual student guidance requirements.	1. Initiate and maintain an ongoing record of individual pupil achievement to be used in individual program preparation. 2. Serve individuals referred for in-depth counseling or provide additional referral to appropriate agency.	
Distribution of time: Administrative Developmental Remedial	— managerial 10% — teacher consulation 75% — group related activities 10% — individual consulation 5%	10% 65% 15% 10%
Teacher Function Assist student and parent in designing and implementing a program that meets individual student needs.	1. Maintain constant contact with guidance personnel for administering and interpreting tests. 2. Design and guide student use of learning environment. 3. Participate with parents in test evaluation. 4. Refer individuals, student with parent, to guidance specialist when indicated.	Continue 1 - 4 5. Include student with parent in test evaluation. 6. Direct student in limited decision making; i.e., time-use, location of activity. 7. Provide curriculum concentrating on basic communication skills.
Student Function Mature physically, emotionally, intellectually and socially.	1. Participate in activities that require speaking, manipulating, observing and relating to others. 2. Participate in physical, cognitive and attitudinal testing.	Continue 1 - 2 3. Begin self-determination of time and space utilization within well-defined limits.
Parent Function Provide physical and mental environment for maturing child.	1. Supply learning environment cooperatively with school. 2. Participate with teacher in test evaluation. 3. Participate with other parents in education oriented discussions.	Continue 1 - 3 4. Participate with teacher in selection of specific objectives related to communication skills. 5. Monitor student off-campus activity.

INDIVIDUALIZED INSTRUCTION THAT MEETS THE UNIQUE NEEDS OF ALL STUDENTS

Middle School Age 10-14 Grade 6 or 7-8	Junior High School Age 13-15 Grade 9	Senior High School Age 15-19 Grade 10-12
Continue 1-2 3. Assist teacher in problem identification. 4. Coordinate specialized guidance function: i.e., attendance, speech, physical handicaps.		
------------------- 10% ------------------- 45% ------------------- 30% ------------------- 15%	------------------- 10% ------------------- 25% ------------------- 35% ------------------- 30%	------------------- 10% ------------------- 20% ------------------- 20% ------------------- 50%
Continue 1 - 7 8. Assist student and parent in test interpretation. 9. Increase student responsibility in decision making; i.e., add activity selection. 10. Begin guidance oriented student discussion groups. 11. Provide exploratory curriculum; i.e., geographic, political, economic	Continue 1 - 11 12. Guide student and parent in test interpretation. 13. Guide student and parent in educational objective selection. 14. Provide opportunity for guided in-depth student discussions related to world of work, use of leisure and community responsibility. 15. Guide student in initial selection of educational goals to be achieved in senior high school.	Continue 1 - 15 16. Exert less control over student decision making. 17. Provide opportunities for student directed in-depth discussion of career planning and social responsibility. 18. Provide wide range of off-campus experience, work, community service, student exchange.
Continue 1 - 3 4. Expand decision making to include some activity selection.	Continue 1 - 4 5. Make preliminary but comprehensive plans for three year high school program to achieve identified personal goals.	Continue 1 - 5 6. Follow program developed in junior high with relevant modifications. 7. Make preliminary but comprehensive plans for achieving modified personal goals.
Continue 1 - 5 6. Participate with student in addition to teacher in selecting specific educational objectives. 7. Participate with school in providing community-wide exploratory experiences.	Continue 1 - 7 8. Share equal responsibility with student and school staff in designing a comprehensive three year educational program.	Continue 1 - 8 9. Exert less control over student decision making.

and parent. The program is designed in such a way that guidance services are immediately accessible to teacher, student or parent because it is physically impossible for the limited number of guidance personnel available to be immediately accessible. The prime function of the guidance personnel is to provide teachers with training and tools needed to meet individual student guidance requirements. Because the teacher is immediately accessible to student and parent the guidance role of the teacher is to assist the student and parent in designing and implementing a program to meet individual needs. The guidance program begins with early childhood education and continues through the senior high school program. Recommendations emphasize providing developmental services in which the guidance personnel work with individual teachers or groups of teachers in interpreting to them their guidance role, and with groups of students and parents. There is provision for the guidance personnel to render service to individuals when the need arises.

Activity 10.9 School Year 1970-71	Update cost data This activity is the responsibility of the director of guidance. It means making current that information previously gained in Activity 10.3.

Activity 10.10
School Year
1970-71

Analyze proposed program in terms of cost benefit

This activity is the responsibility of the director of guidance. The proposed program should be analyzed to see to it that the guidance needs of each individual are being met as economically as possible. Developmental services presented through the teacher or directly to groups should do much to prevent severe individual problems arising later. With the emphasis on these developmental services in the early childhood programs and elementary school, there should be less need for such services in the middle school, junior high school and senior high that follow.

While improved guidance services at the elementary level will eliminate many problems of individuals, it cannot eliminate them all. Therefore, the time devoted by guidance personnel to individual consultation with referrals gradually increases. The cost benefit of these two types of service, developmental and remedial, should be projected for each individual student. The information prepared in these preliminary cost benefit analyses should be saved and utilized in evaluating the program when it is implemented.

Activity 10.11
School Year
1970-71

Adopt selected proposed program for pilot implementation

Activity 10.12
School Year
1970-71

Provide training for current senior high guidance staff to assist in implementing modified role

At this point the total guidance staff, particularly the counselors presently assigned to senior high schools, should be made fully aware of the adopted program extending from early childhood education through senior high. The training should emphasize working with teachers and groups of students in guidance function. This training is extremely important because it will be the responsibility of these people to direct teachers in their guidance role.

Activity 10.13
School Year
1970-71

Select staff for district-wide services

It is not anticipated that this selection will make any major changes in the distribution of guidance personnel.

Activity 10.14
School Year
1970-71

Select elementary and middle schools for pilot implementation

This is the responsibility of the superintendent. The elementary and middle schools selected should be those that have available differentiated staffing and individualized instruction.

Activity 10.15
School Year
1971-72

Select elementary and middle school staff for pilot implementation

This activity is the joint responsibility of the director of guidance and the principals of the schools involved. It is at this point that the guidance program will truly become an integral part of the instructional program. The school staff should include a teacher who is a guidance specialist. This teacher should be fully certificated with a pupil personnel credential to serve guidance functions, but the title should remain as teacher. This teacher will not be assigned a specific grade level or a specific number of students. The teacher will act as a resource person to serve the entire staff and student body of the school. The function of this person will be to work with all teachers and to work with groups of parents and students in helping them make decisions. When individual teachers identify a student with a unique problem that cannot be handled through group situations, the teacher can then refer this student to the guidance teacher. The guidance teacher can perform the necessary services that the individual needs, or in turn refer the student to another source of help. The teacher who coordinates the guidance services within the school also has the responsibility of coordinating the guidance services that are provided by the district at large, such as speech handicaps, physical handicaps, etc. The attendance counseling function would be assumed by the total school staff. When the child has an extended period of absence it would be the responsibility of that child's individual teacher to make the home contact to determine the conditions. This is logical in that it is the child's teacher who has the most intimate relationship with the parent and student. Time will be available for this within the school day if the school program is designed around individualized instruction and teachers are sharing this responsibility. Home calls would be a total staff responsibility and not delegated to just one person.

Activity 10.16
School Year
1971-72

Publish and distribute district-wide adopted program for a prekindergarten through 12th grade coordinated guidance program

This is the responsibility of the superintendent. The entire school staff at all grade levels should be made familiar with the guidance program being piloted at the elementary and middle schools. This is necessary so they can compare the operation of the pilot program to the current operation in their own schools. Portions of the pilot may be adopted at individual schools where personnel and time make such adoption feasible. The monitoring of pilot activities will make total district implementation easier.

Activity 10.17
School Year
1971-72

Implement modified guidance program at secondary level

This is the responsibility of the secondary principals and guidance personnel. This task is perhaps the most difficult in this activity series. It involves changing the current role of guidance personnel; particularly those located at specific schools. It is at this stage that the administrative apprenticeship role must be abandoned and developmental guidance roles emphasized. Secondary guidance personnel working in cooperation with secondary teachers must make specific efforts to increase their teaching function. Guidance personnel should be given the specific responsibility of leading student discussions where students formulate their own goals.

Activity 10.18
School Year
1971-72

Provide continuing services of:

1. District-wide testing programs
2. Assisting teachers with student class related data
3. Serving referrals
4. Coordinating and monitoring the prekindergarten through grade 12 guidance program

This is the responsibility of the guidance staff operating from the central office. The central office personnel will maintain close contact with the individual guidance personnel that are school based. They will provide the school guidance person with the materials needed for coordinated guidance programs.

Activity 10.19
School Year
1972-73

Provide training

This training is provided to the selected staffs of the pilot schools. The training program should be directed toward total school staff, not the resource guidance teacher alone. It is only through total staff comprehension of the program that it can be effectively implemented.

Activity 10.20
School Year
1971-72

Make preliminary evaluation of modified guidance services with recommendations for changes

This is the responsibility of the guidance personnel located at individual schools in cooperation with the teachers of those schools. The preliminary evaluation should specifically point out what services are being adequately rendered and what services the teachers and students require that are not provided. The evaluation should be accompanied with specific recommendations for improving the guidance services in the secondary schools. A valuable input to this guidance evaluation will be information available from students and parents. It should be recognized that at this particular time the evaluation will be biased by the experiences of the more traditional guidance program in the years immediately preceeding.

Activity 10.21
School Year
1972-73

Implement guidance program at pilot elementary and middle schools

This is the responsibility of the selected pilot schools' instructional staffs. Implementation at the early childhood education level should be relatively easy since it has already been accomplished at preschool levels. The challenge for grades 2 - 8 will be to realistically involve the students and parents in decision making. The product of an effective guidance program will be seen in the types of decisions that students make while working in cooperation with teacher, parent and guidance personnel. In the upper grades there will be a credibility gap that will have to be filled. Prior school experience will not have given the student realistic opportunities for making and implementing his own decisions. The challenge to the staff will be to provide the students with situations where they must make decisions and then grant each student the freedom to follow and live with the results of his own decision making. In order to do this the decision latitude given to the student must be clearly defined and then the staff must allow the student to follow through and implement the results of his own decision. This is the process that will require patience on the part of staff who previously have had total personal control of student activities.

Activity 10.22
School Year
1972-73

Continue modified guidance program at secondary level

This is the responsibility of the secondary school staff. As they continue the guidance program developed and implemented in the previous two years, recommendations from Activity 10.20 should be considered.

Activity 10.23
School Year
1972-73

Make preliminary evaluation of elementary guidance program

This activity is the responsibility of the school principal. It should be done in cooperation with the guidance resource teacher, the total staff, the parents, and the students. The evaluation should be an informal procedure that consists of things that went well and of things that did not go well. Particular attention should be given to the fact that it is an introductory pilot program and subject to much modification.

Activity 10.24
School Year
1972-73

Evaluate second year of modified guidance program

This activity is a repetition of Activity 10.20.

Activity 10.25
School Year
1972-73

Combine elementary and secondary evaluations to produce recommendations for improving coordination

This is the responsibility of the superintendent in cooperation with district guidance personnel. Data from Activities 10.23 and 10.24 should be combined. The purpose in combining this data is to better define the coordinated guidance activities that should be part of the preschool through grade 12 guidance program. At this point it is realistic to expect that two types of guidance programs will still be functioning — a modified secondary program that has followed a long traditional program, and a newly implemented elementary guidance program. Specific recommendations should be made by this evaluating group that will lead toward blending the functions of these two developing programs. The recommendations of this group should then be relayed in a single meeting and at a single time to guidance personnel at both elementary and secondary level, so that they can be responsible for blending the programs.

Activity 10.26
School Year
1974-75

Implement second year guidance program at elementary schools

This is the responsibility of the school principal and staff. In implementing the second year program the school staff should be aware of recommendations made by the individual school evaluation in Activity 10.23 and recommendations made at the central district level through Activity 10.25.

Activity 10.27
School Year
1973-74

Continue modified guidance program at secondary level, this activity is the responsibility of the principal and staffs of the secondary schools.

It is a continuation of Activity 10.17 and 10.22.

Activity 10.28
Spring 1974

Produce single evaluation of a prekindergarten through grade 12 coordinated guidance program

This evaluation is the responsibility of the superintendent in cooperation with the director of the guidance program. This evaluation will provide data from two years of implementation at the elementary level and from three years of the modified guidance program at the secondary level. Sufficient data should be available at this point for the final design and implementation of a fully coordinated prekindergarten through grade 12 guidance program. Specific attention should be given to the effect of modifications proposed in Activity 10.25. This evaluation should consider the possibility of recommending non-graded programs in the elementary and secondary schools to fully utilize the opportunities created in developing individual student programs.

Activity 10.29
School Year
1974-75

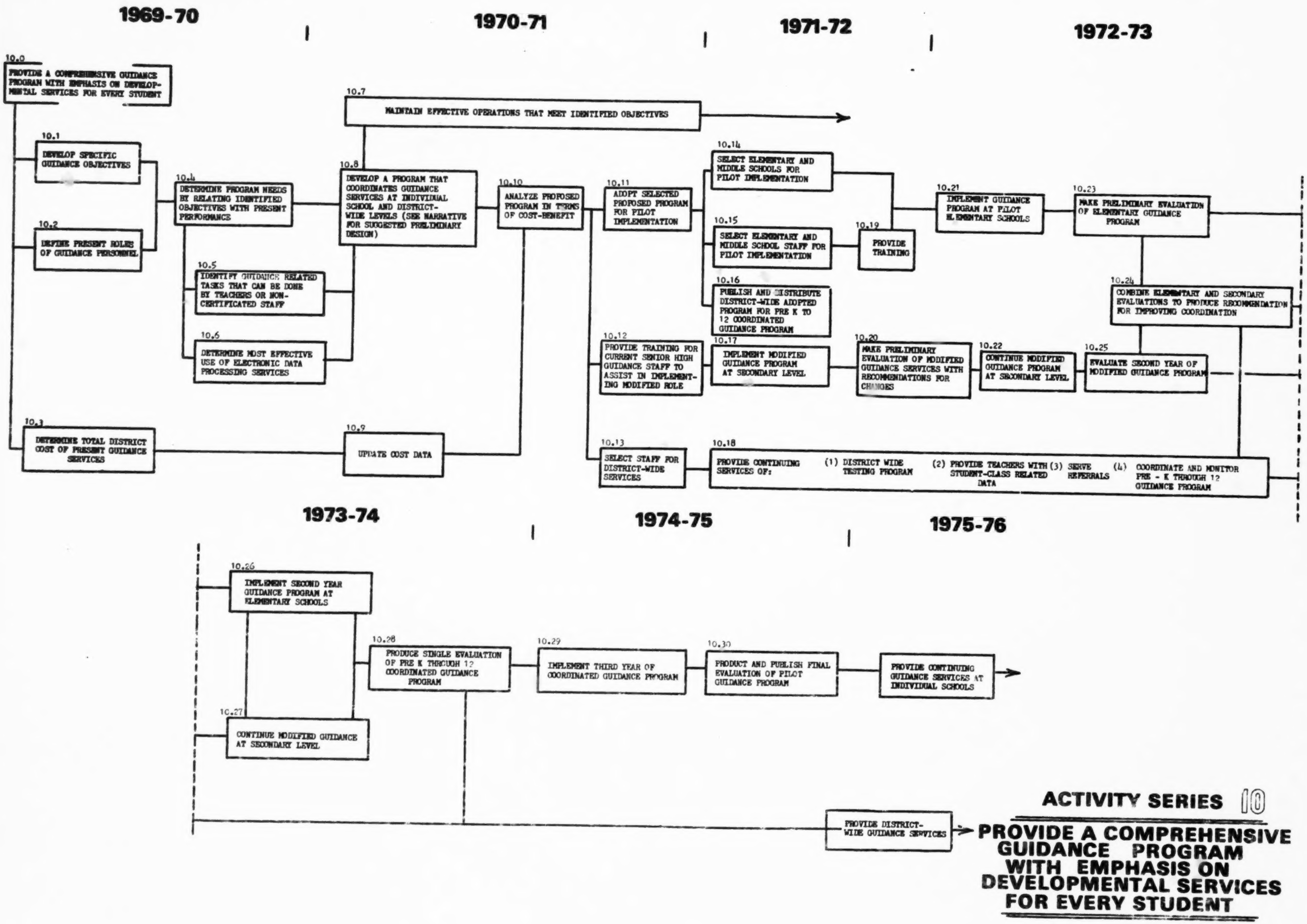
Implement third year of coordinated guidance program

This is the responsibility of the principals and staffs involved in the program. This third year of operation should have a minimum of changes as well as be conducted as a control over the changes that were implemented in the first and second years of the pilot program. The emphasis should be on refining program rather than designing program.

Activity 10.30
Spring 1975

Produce and publish final evaluation of pilot guidance program

This is the responsibility of the superintendent in cooperation with guidance personnel. The published evaluation should include the specific guidance objectives developed in Activity 10.1 and should specify how and to what extent each objective has been achieved in the pilot program and what specific personnel were responsible for its achievement. The evaluation should include recommendations for district-wide implementation of a coordinated guidance program. These recommendations would include a phasing-in schedule and provide for specific training of staff to accompany the phasing-in processes.


1969-70
1970-71
1971-72
1972-73
10.0 PROVIDE A COMPREHENSIVE GUIDANCE PROGRAM WITH EMPHASIS ON DEVELOPMENTAL SERVICES FOR EVERY STUDENT
10.1 DEVELOP SPECIFIC GUIDANCE OBJECTIVES
10.2 DEFINE PRESENT ROLES OF GUIDANCE PERSONNEL
10.3 DETERMINE TOTAL DISTRICT COST OF PRESENT GUIDANCE SERVICES
10.4 DETERMINE PROGRAM NEEDS BY RELATING IDENTIFIED OBJECTIVES WITH PRESENT PERFORMANCE
10.5 IDENTIFY GUIDANCE RELATED TASKS THAT CAN BE DONE BY TEACHERS OR NON-CERTIFICATED STAFF
10.6 DETERMINE MOST EFFECTIVE USE OF ELECTRONIC DATA PROCESSING SERVICES
10.7 MAINTAIN EFFECTIVE OPERATIONS THAT MEET IDENTIFIED OBJECTIVES
10.8 DEVELOP A PROGRAM THAT COORDINATES GUIDANCE SERVICES AT INDIVIDUAL SCHOOL AND DISTRICT-WIDE LEVELS (SEE NARRATIVE FOR SUGGESTED PRELIMINARY DESIGN)
10.9 UPDATE COST DATA
10.10 ANALYZE PROPOSED PROGRAM IN TERMS OF COST-BENEFIT
10.11 ADOPT SELECTED PROPOSED PROGRAM FOR PILOT IMPLEMENTATION
10.12 PROVIDE TRAINING FOR CURRENT SENIOR HIGH GUIDANCE STAFF TO ASSIST IN IMPLEMENTING MODIFIED ROLE
10.13 SELECT STAFF FOR DISTRICT-WIDE SERVICES
10.14 SELECT ELEMENTARY AND MIDDLE SCHOOLS FOR PILOT IMPLEMENTATION
10.15 SELECT ELEMENTARY AND MIDDLE SCHOOL STAFF FOR PILOT IMPLEMENTATION
10.16 PUBLISH AND DISTRIBUTE DISTRICT-WIDE ADOPTED PROGRAM FOR PRE K TO 12 COORDINATED GUIDANCE PROGRAM
10.17 IMPLEMENT MODIFIED GUIDANCE PROGRAM AT SECONDARY LEVEL
10.18 PROVIDE CONTINUING SERVICES OF: (1) DISTRICT WIDE TESTING PROGRAM (2) PROVIDE TEACHERS WITH STUDENT-CLASS RELATED DATA (3) SERVE REFERRALS (4) COORDINATE AND MONITOR PRE - K THROUGH 12 GUIDANCE PROGRAM
10.19 PROVIDE TRAINING
10.20 MAKE PRELIMINARY EVALUATION OF MODIFIED GUIDANCE SERVICES WITH RECOMMENDATIONS FOR CHANGES
10.21 IMPLEMENT GUIDANCE PROGRAM AT PILOT ELEMENTARY SCHOOLS
10.22 CONTINUE MODIFIED GUIDANCE PROGRAM AT SECONDARY LEVEL
10.23 MAKE PRELIMINARY EVALUATION OF ELEMENTARY GUIDANCE PROGRAM
10.24 COMBINE ELEMENTARY AND SECONDARY EVALUATIONS TO PRODUCE RECOMMENDATION FOR IMPROVING COORDINATION
10.25 EVALUATE SECOND YEAR OF MODIFIED GUIDANCE PROGRAM
1973-74
1974-75
1975-76
10.26 IMPLEMENT SECOND YEAR GUIDANCE PROGRAM AT ELEMENTARY SCHOOLS
10.27 CONTINUE MODIFIED GUIDANCE AT SECONDARY LEVEL
10.28 PRODUCE SINGLE EVALUATION OF PRE K THROUGH 12 COORDINATED GUIDANCE PROGRAM
10.29 IMPLEMENT THIRD YEAR OF COORDINATED GUIDANCE PROGRAM
10.30 PRODUCT AND PUBLISH FINAL EVALUATION OF PILOT GUIDANCE PROGRAM
PROVIDE CONTINUING GUIDANCE SERVICES AT INDIVIDUAL SCHOOLS
PROVIDE DISTRICT-WIDE GUIDANCE SERVICES

ACTIVITY SERIES 10

PROVIDE A COMPREHENSIVE GUIDANCE PROGRAM WITH EMPHASIS ON DEVELOPMENTAL SERVICES FOR EVERY STUDENT

"There are obviously two educations.
One should teach us how to make a
living, and the other how to live."
--James Truslow Adams

ACTIVITY SERIES 11 CREATE A NEW COMPREHENSIVE VOCATIONAL EDUCATION PROGRAM FOR EVERY STUDENT, IN PARTNERSHIP WITH THE TOTAL COMMUNITY AND THE COMMUNITY COLLEGE

Rationale

The means by which an individual prepares for his life work is of vital concern to our society. The rapidly changing employment needs of society have been unmet in many occupational fields by the various private and public agencies which have traditionally assumed the job preparation function. Novel jobs and entirely new occupational fields are inevitable in the future, making it imperative that an individual be prepared to change jobs several times during his life.

The public schools have traditionally assumed a part of the responsibility for job preparation. This responsibility includes provision of programs for students preparing to become welders as it provides for those who aspire to be doctors. Both must be equipped with a well-rounded basic education and with certain technical specialization.

In a broad sense, then, vocational training can include training for teachers, artchitects, doctors, nurses, and others in the professions. More commonly, vocational training has been defined as that experience which prepares an individual for an occupation which does not require further training at the collegiate level. The latter definition will be used throughout this activity series. Vocational education, occupational education, and training will also be interpreted as synonymous with this definition of vocational training. H. S. Smith, in We Call It Industrial Education, defines industrial arts as the preparation of young people to live in an industrial society, while he defines technical education as the preparation of persons for employment in jobs of a technical nature. These definitions are not to be confused with the previous definition of vocational training.

Questions have arisen concerning the types of programs that the schools should offer for job preparation other than basic education courses. Fresno City Unified School District, as well as many other districts, have struggled with such questions. This exploration has exposed a variety of possibilities, alternate suggestions and attempted solutions.

Vocational training, preparing for one's occupation, has taken many different forms, historically. The vocational technical high school was at one time an acceptable facility for training in those occupational fields not requiring advanced academic preparation. As stigmas developed, based on the lower esteem held by parents, teachers, students and the general public, the technical high schools virtually disappeared and vocational classes were housed again in the comprehensive high school. Recently, pressures have been felt by districts to go back to some form of separate facilities for vocational students.

An examination of this shifting historical setting reveals reasons for the changes and the dissatisfactions in vocational education which exist today in the minds of many persons.

The values of a strong basic education are not questioned. The school must provide a setting which will hold students as long as possible so that the school's influence on such basic education can be fully exploited. More technical jobs and periodic retraining serve to emphasize need for a strong program in "learning to learn". The increasing older age limits for job entrance constitute another imperative for prolonging an individual's terminal educational experience. The dropout of today is that student for which the school has not provided an adequate experience and for which society has no place. Vocational education classes were felt to be the answer for certain students; however, they had no positive effect on the dropout, since the program did not relate closely enough with real life. The cost of duplicating the real life work-setting in a classroom or lab became increasingly prohibitive as the equipment, tools, and facilities became more complex and diversified.

All Fresno comprehensive high schools established vocational education programs which would better prepare their students for general and specific occupations. This further added to the cost through duplication of expensive programs in several high schools. Proliferation of these programs also led to staffing and administrative problems. Certain vocational classes could not be offered because of the small numbers desiring them. Other districts, close to Fresno, were also attempt-ing to make extensive vocational offerings to a very limited enrollment. As space became available, some of the vocational classes within the Fresno City Unified School District were shifted to the Washington Vocational Center and to Edison High School. This did concentrate several of the high school courses into one facility, but duplication still existed in some classes within the high schools. Duplication also existed between classes offered in high schools and similar classes in the vocational centers. Fresno City College also offered many of the same vocational classes as those of the high schools or vocational center, in addition to many different classes not offered by the city schools. Although many of these community college classes were geared to the post high school student, a large number were virtually the same as those offered within the high schools.

Attempts are being made to overcome these deficiencies. Recently, a verbal agreement has been reached with Fresno City College to allow a limited number of 11th and 12th grade students to take certain vocational classes on the City College campus on a space available basis. This restores an arrangement which was in existence several years ago. Some interdistrict (Clovis-Fresno) exchange of students for vocational preparation has taken place on an informal basis. In 1969, a vocational education study, entitled "A Regional Occupational Center System for Fresno County" was completed for the county schools by Management and Economics Research Incorporated (MERI), which had specific recommendations for regional occupational centers. Fresno City Schools plans to hire a full-time coordinator to expand the work-experience program in 1969-70.

The recently passed Vocational Educational Act of 1968 has identified specific areas of vocational education for which Federal funds are available. This allocation includes some general funds from which money can be spent for vocational education as the district chooses, a special earmarked fund for a work study program which must be of the public service nature, a vocational work experience or cooperative educational program for vocational training, and a consumer economics fund for projects including diet management and consumer buying pointed toward the lower socio-economic individual. It is broader legislation than before, encouraging new means to solve old problems, but the level of funding is yet uncertain.

This Act echoes a major conclusion from the Project Needs Assessment report on vocational education by Dr. Emil Toews, who felt that vocational education should be part of the program for all students, not just those identified as non-academic. The Needs Assessment also identified four criteria to be met in order to strengthen the vocational education program. These were:

1. Specific procedures must be developed to improve articulation of a multiplicity of vocational education programs within the community and between levels of the formal education process as evidenced by the creation of positions or boards that have the assigned responsibility for such coordination.

2. All students should have a realistic view of the "World of Work" as evidenced by specific programs and opportunities that are an integral part of their educational experience.

3. Each student shall be provided with programs that afford a series of "real life" or simulated experience for virtually every socially desirable occupational interest.

4. The procedures developed must fully utilize community resources and settings and must visibly demonstrate cooperative relationships with local business and industry.

In line with recently enacted Federal legislation, and in response to the Needs Assessment, it is recommended that the vocational education program for the Fresno City Schools be focused into three major thrusts:

1. Develop a strong organized, sequential, articulated curriculum for the world of work, including programs for K-12 with vocational guidance emphasis.
2. Expand work-experience programs to provide for every high school student some off-campus real life experience during a part of his high school years.
3. Concentrate most technical terminal vocational offerings in one central facility.

World of Work

The world of work curriculum should begin in the elementary schools with a program designed for children to study their own environment, including out-of-school experience within the community, and strong parent involvement. Middle schools should provide for expanded exploratory time for students to discover talents and interests, find success, and develop skills, attitudes and knowledge about the world of work. They should use instruments, handle tools, measure, design, learn symbols, experiment with many materials. Ninth grade schools should include a career oriented guidance curriculum. The high school curriculum should continue the basic educational skills with emphasis on mathematics and language, and should expand the world of work exploratory program into a work experience program that includes the community and provides more meaningful experiences for this age level.

Work Experience

Work experience is defined as that part of a student's program in which he either works on or closely observes a job away from school and this job is related to his total school curriculum. This is in contrast to work study which is specifically a Federally funded program in which vocational education students are given jobs, usually on campus, to provide support during school. The work study program is not part of this review.

All high school students will be enrolled in a work experience program and may select one of three directions during part of the high school years. These directions parallel the three types identified in the recommendations made by the California State Plan for Vocational Education. One direction would also be general in nature, similar to exploratory, but with a definite assignment, deeper involvement, longer term, and emphasis on community service with the possibility of pay. The third direction would be terminal vocational education and would include a prepared program for an occupation, including supervision and evaluation, with students paid for their work by employer trainers.

Terminal Vocational Education

Certain vocational classes in business education should be maintained on campus, as these classes have relevance for many students. Other classes such as industrial arts and home economics are often incorrectly assumed to be vocational education classes and should also remain on each high school campus as general education.

The concentration of other vocational education classes into one facility, except for those mentioned earlier, should take one of two directions. Fresno City College is a facility which would require little modification to house such a concentrated program. It already houses the largest number of diversified vocational education classes within the Fresno metropolitan area. Its central location would offer to high school students, who need specialized vocational training not possible in the above work experience program, an opportunity for part of their day to be spent away from high school.

Because of recent California legislation, (Educational Code 6403) the junior college as well as the high school district can now each receive full A.D.A. funds with some restrictions. The community college can offer more specialized programs of better quality at reduced costs, and, when articulated with further post high school study, offers a prestige factor for the vocational student. To expand this program, which will be implemented in the Fall of 1970, a commitment by the State Center Junior College must be made to continue to meet the responsibility for such programs and not on a space available basis as proved unsatisfactory in the past.

An example of this delegation of responsibility is seen in Hawaii where the State Board of Education supported the separation of public, technical schools from their domain and encouraged the development of community colleges that have major responsibilities for technical vocational education as adjunct to the Regent-administered University. This state board went further by adopting a position that the requirements for a complete basic general education precluded much terminal training prior to high school completion. Experience during the first few years in which Hawaii community-technical schools have operated indicates that they can provide programs, library support and staff expertise at a high level commensurate with the rapid change in technology and its effect on employment opportunities.

If such an arrangement cannot be made in Fresno, it is recommended that a separate vocational-technical school be provided to house metropolitan high school and adult vocational programs. This facility would operate on the same principle as the community college vocational center, with vocational secondary students spending part of their day at such a center. With interdistrict commitments the center could assume some regional coverage as suggested in the MERI report. Such a school would parallel and compete with the community college, and should be planned only if the trend of community colleges toward academic preoccupation indicates they can no longer retain their broader role. The MERI report opposed such an added capital expense as does this report if the more desirable alternate is attainable.

There is precedent for the public schools assuming the total responsibility for all vocational training. Georgia has established a series of area technical schools operated by the State Board of Education. These are intentionally independent of the community colleges, which are operated as part of the University system under direction of the Board of Regents. This pattern appears to represent a failure of community colleges to meet one dimension of educational need for which many community colleges were created.

Activity 11.1 Establish an advisory committee to monitor all community
School Year vocational education

1969-70 and
Continuing

The appointment of such a committee is the responsibility of the superintendent working with the present staff who have responsibilities in vocational areas. This committee would be composed of high-level managerial personnel from business and industry, representatives of governmental agencies hiring large numbers of people, labor leaders and representatives of the professions.

The responsibility of such a committee would primarily be advisory in that they would recommend to other working committees directions to be taken concerning programs to be implemented, and make vocational education recommendations to the Council of Fresno Educational Agencies (Activity 11.30) which, when formed, will coordinate Fresno's Community educational programs. This committee will also function as a monitoring element in evaluating the effectiveness of vocational programs in relation to the community occupational needs. This committee would be one of the curriculum area advisory committees (Activity 5.7).

Activity 11.2
Beginning in
School Year
1969-70

Develop an organized, sequential curriculum for the world of work in grades K-12

An introduction to the world of work is a prerequisite to any meaningful occupation choice. Currently, a child's experiences with the world of work develop from the home and his out-of-school contacts. Although this is not undesirable, if kept within this narrow context the child would be left with limited concepts of the complexities of the real world of work in which he will participate. To broaden his awareness of real life the school, the agency responsible for monitoring his development must provide the framework.

Activity 11.3
School Year
1970-71

Appoint a world of work curriculum monitoring committee including all levels of teachers, administrators, and counselors

One of the first steps to initiate continuity of program is to include all levels of teachers in the curriculum planning process. Different levels of administrators must also be included in this committee, for, if they are to retain their roles as instructional leaders within their schools, they must be included in curricular decision making. Counselors (Activity 10.0) should also be a part of this committee. All levels mentioned in this activity refer to grades K-12. As interlevel curricular continuity is developed by 1971-72, this committee would include representatives from grades 13-14 as identified in Activity 11.32.

This committee would be appointed by the director of the world of work curriculum and the work experience program (Activity 11.4). This committee should:

1. Identify current program opportunities for expanding the curriculum of the world of work (Activity 11.6).

2. Monitor the grade level curriculum committees (Activity 11.7). This monitoring process would take the form of making articulation decisions and would not be involved in specific program development.
3. Receive information from the specific occupational advisory committee (Activity 11.3) concerning specific occupational information.
4. Provide curricular information for and receive curriculum recommendations from the community advisory committee (Activity 11.1).
5. Serve in an advisory capacity to the director of the world of work and work experience programs.
6. Represent the world of work curricular areas on the presently operating curriculum council.

Activity 11.4
School Year
1970-71 and
Continuing

Direct the world of work program and the work experience program

The direction of the world of work program and the work experience program would be best accomplished by one (or possibly two) individuals appointed by the superintendent. This individual would have a dual responsibility. He would function as the curriculum coordinator for vocational education. This position would not be the same as the industrial arts coordinator, but would take on many of the same job responsibilities. The coordinator would place heavy emphasis on advice in curriculum content and would function as a consultant to curriculum committees such as those formed in Activities 11.3, 11.7 and 11.32. The second responsibility would be to direct the work experience program. Responsibilities would include administering a staff of work experience coordinators (Activity 11.5) and would facilitate the recommendations made by the planning committees (Activity 11.16).

Activity 11.5
School Year
1970-71

Continue to expand presently operating work experience programs

This is the responsibility of the director of the world of work program. He will contact local places of employment, establish a working arrangement for hiring students on a part-time basis, select the vocational students for the program and match the student with his work experience opportunity, supervise the student's job situation and work towards a periodic evaluation of the work-experience as it relates to educational objectives. As this program expands, there will be a need for work experience coordinators as determined by the director of the work experience program (Activity 11.4).

Activity 11.6
Spring 1971

Identify current program opportunities for expanding the curriculum of the world of work

This is the responsibility of the world of work curriculum monitoring committee. They should examine the comprehensive curriculum currently used to identify subjects and activities that are compatible with a world of work program. The over-all specific world of work objectives should be determined by this committee and be contributed to the district objective data bank (Activity 1.6). Another function of this committee would be the researching of materials and methods which have been developed in other districts in the world of work curricular areas. The committee should form grade level subcommittees to provide specific data (Activity 11.7).

Activity 11.7
Spring 1972

Form curriculum committees for each grade level (K-6, 7-8, 9, 10-12)

This is the responsibility of the world of work monitoring committee. These committees would compile a specific world of work curriculum for their particular grade levels (Activities 11.8-11.11).

Activity 11.8
School Year
1972-73

Begin to develop K-6 curriculum

The world of work curriculum for this level should be based on the child's exploration of his own environment. The curriculum should begin with that environment most familiar — the home — and progress to a more abstract environment — the local community, state and nation. Parents should be actively involved (Activity 6.13). The child is already taking part in many out-of-school activities such as visits to a fire station, police headquarters, dairy etc. These should be part of an organized sequential curriculum which meets specific formulated objectives.

Activity 11.9
School Year
1972-73

Begin to develop grade 7-8 curriculum

This curriculum would be similar to the K-6 program, but with more in-depth study of a variety of real-life situations. As the visual concepts perceived by the middle school student on his field trips are better understood, in-school activities are developed that complement out-of-school activities. These activities offer him a chance to use his hands in psychomotor skill development. Industrial arts, along with home economics, should be expanded to include a variety of interests not presently offered. Shops for girls, cooking and sewing for boys, facilities to tinker with small home appliances; these along with a variety of other exploratory resources should be provided.

Activity 11.10
School Year
1972-73

Begin to develop a curriculum for ninth grade, stressing vocational guidance

The curriculum for the ninth grade school must continue with the sequential pattern developed through the elementary and middle schools. The exploratory nature of the curriculum should be expanded by developing units to explore world of work occupations not seen in the local community. The guidance aspect of the school should be based on an accurate assessment of the student by himself. This assessment would include a personal evaluation of interests, talents, etc.

Activity 11.11
School Year
1972-73

Begin to develop a curriculum for grades 10-12

Generally, world of work exploration should be tied to the basic education curriculum at this level. Math classes should better relate to real life situations. The fundamentals of English should be more practically applicable to occupational requirements. Business classes should be extended to include courses such as business law, banking, etc. Business for every day living has meaning for all students. Close ties between classes taken at school and jobs held under the work experience programs should be established. The skills learned on the job should be coordinated with skills and knowledge learned at school.

Activity 11.12
School Year
1973-74

Implement programs with articulation, evaluation and coordination by monitoring committees

As the curricular programs established in Activities 11.8 through 11.11 are implemented, the world of work monitoring committee (Activity 11.3) and the vocational education advisory committee (Activity 11.1) would begin to function as evaluative committees determining what objectives are being met. On the basis of previously stated objectives, program changes would be made by the director of world of work (Activity 1.11). These monitoring committees would also make contributions to a curriculum report (Activity 6.15)

Activity 11.13
1974-75

Continue to evaluate and revise the curriculum as vocational education needs are determined

Continuation of Activity 11.12.

Activity 11.14
School Year
1975-76

Revise curriculum to accommodate nongraded school structure

When the nongraded school is adopted (Activity 15.24) the world of work curriculum would be revised to provide for the non-graded approach.

Activity 11.15
School Year
1969-70
Continuing

Expand the work experience program for all students grades 10-12

Many secondary students, academic and otherwise, feel their school classes are of no value to them and tend to become drop-outs. Vocational students, however, constitute a larger percentage of the dropouts because of job opportunities.

One approach to cutting down the number of dropouts has been the continuation school concept. It is recommended that this concept be expanded by giving all students the opportunity to spend part of their school day in a meaningful out-of-school activity such as working on a part-time job for pay, or volunteering to help in a community service program.

It is the intent of this activity series to develop a process which will produce a curriculum to prepare students for the inevitability of change that the future holds, rather than a specific skill.

Activity 11.16 Establish a community-school-business monitoring and planning committee in each of the three work experience areas

1970-71

These committees would be a working part of the Council of Fresno Educational Agencies (Activity 11.30) and each would include representatives of public and private schools, public non-school agencies, and business. They would have responsibilities for monitoring, respectively.

1. Exploratory Work Experience
2. General Work Experience, or
3. Vocational Work Experience.

The responsibilities of each committee should be to review possibilities for program expansion, offer plans to implement identified program needs, act as the control element for each of the work study areas, and make recommendations to the Council of Fresno Educational Agencies. Other specific responsibilities were shown in Activities 11.17 and 5.7. These committees should also contribute to the determination of the role of the school (Activity 4.10).

Activity 11.17 Identify off-campus facilities for work experience

School Year
1971-72

The monitoring and planning committees discussed in Activity 11.16 would have as their initial responsibility the identification of off-campus facilities which could be utilized for each of the three work experience areas. Potential facilities would have to be evaluated in terms of their predictable educational values when used by students for any one of the three work experience areas. Several examples of the types of facilities possible for work experience are discussed in Activity 15.10.

Activity 11.18
Spring 1972

Begin to develop an exploratory work experience program

This is the responsibility of the exploratory work experience committee. An exploratory work experience program has been defined in the California Plan for Vocational Education. It provides academically oriented students the opportunity to systematically observe a variety of conditions of work so that they may ascertain their suitability for the occupations they are observing. The committee should make arrangements with identified agencies and business to allow students to observe operations on an informal casual basis. This type of experience, being an integral part of the regular curriculum, should lend authenticity to basic education classes. Civics should have more meaning to a student who has viewed city governmental operations on a regular basis. A math class should become more meaningful to a student who had visited a local accounting firm. The exploratory work experience program brings relevance to the classroom. Additional benefits of the program could be positive attitudinal change towards the world of work, the possibility for interest development, and more realistic career choices.

Activity 11.19 Begin to develop a general work experience program

Spring 1971-72 This is the responsibility of the general work experience committee. This program would be similar to the exploratory program mentioned in Activity 11.18. The principal difference between the two is that the general student would enter into a formal agreement to perform certain tasks for a specified length of time. This agreement could include pay, but not necessarily. Some academically motivated students who want to earn money might find this program attractive but it would not emphasize earning money. In fact, many of the work experiences of a general nature would be non-paying community service experiences. It is through this program that students could be placed in the county health facilities, social welfare offices, and other non-profit public and private agencies. In each of these experiences the student would become more deeply involved in understanding the nature of work.

Activity 11.20 Continue to develop a program of vocational work experience

Spring 1972 This is the responsibility of the vocational work experience committee. A vocational (as contrasted with exploratory) work experience program has also been defined in the California State plan for Vocational Education. This is a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receives concurrent related vocational classroom instruction and practical on-the-job training planned and supervised by the school and employers so that each contributes to the student's education employability. This program, in contrast to the exploratory and the general, would be for the student who wants employment upon completion of the program. His regular academic class work should reflect the real life situation that his work experience provides. If his chosen occupation is represented in the community he should be given access to the local facility as an employee so that the most realistic setting possible is offered the student. If, however, no local facility exists the student should enter into a vocational education class (Activities 11.28 - 11.44). The objectives of this program would parallel those objectives of the currently operating vocational education classes.

Activity 11.21 Select a pilot school for initial work experience program
Spring 1972

This is the responsibility of the superintendent in cooperation with the director(s) of the world of work program (Activity 11.4).

C

Activity 11.22
Spring 1972

Initiate a communicative program for students and staff

This communicative program should be initiated by the director of work experience (Activity 11.4) and implemented at the school level by counselors and teachers. In the ninth grade schools, (Activity 10.13), a major emphasis should be placed on describing the program so that those ninth graders wanting such a program would select the designated pilot school. A counseling program should also be undertaken in the pilot school to acquaint students with the three types of programs to be offered. The pilot school staff should receive training for the following year's curriculum changes. This initial in-service program should become an integral part of the centralized in-service organization (Activitiy 8.19). Work experience coordinators (Activity 11.5) should be included in such a program.

Activity 11.23
School Year
1972

Initiate a full work experience program at the selected high school

This is the responsibility of the director of the world of work program in cooperation with the principal. Those students, who in the previous year selected one of the three work experience programs, would enter into it as part of their regular school program. The first few months of school would orient the student to his chosen work experience program. Through discussion of factors such as time, transportation and evaluation. A constraint to a full implementation may be a shortage of off-campus facilities.

Activity 11.24
Summer 1973

Evaluate the effects of the initial pilot year

This evaluation is the responsibility of the three committees identified in Activity 11.16. Students, staff and community attitudes as well as objective achievement should be considered.

Activity 11.25
School Year
1973-74

Implement recommended changes and continue operations

This is a continuation of Activity 11.23.

Activity 11.26
Spring 1974

Evaluate 2nd pilot year

Continue evaluation similar to that described in Activity 11.24.

Activity 11.27
School Year
1974-75 and
Continuing

Continue to expand program into other high schools

As problems are resolved in the pilot school, the work experience programs should be extended to other high schools. Expansion of the program should continue until all students are included in one of the three types of work experience programs. This expansion is dependent on continuing community support of such programs and the values which come from such programs as they are perceived by students, parents and staff.

Activity 11.28
School Year

Concentrate most vocational classes in one central facility

1969-70 and
Continuing

The complete elimination of all vocationally oriented classes from the high schools is not recommended. Business education classes should remain on each campus, as should industrial arts and home economics as general education subjects.

As stated in the rationale, this concentration can take one of two directions, the utilization of the Fresno City College or the establishement of another facility. It is recommended that the City College become the facility for concentration of vocational-technical classes on a regional basis. If this recommendation cannot be followed, it is recommended that attempts should be made to enter into regional agreements for the establishment of another facility for centralized vocational-technical offerings.

Activity 11.29
School Year
1970-71

Adopt a policy concerning housing of technical vocational educational training for high school, Fresno City College and adult students

The administration should initiate discussions with the State Center Junior College and other districts in close proximity to Fresno. These discussions should result in a decision agreed to by all to transfer all vocational classes including those for adults, to a centralized facility. As these decisions are made, recommendations from the administration to the Board of Education should initiate implementing policy.

Activity 11.30
Spring 1971
and
Continuing

Initiate the establishment of a Council of Fresno Educational Agencies

This council (Activity 17.7) would have policy making, program coordinating, and advisory responsibilities. A representative of the Fresno City Schools' Board of Education would be a member of such a council. Through this council interagency policies can be coordinated in regard to utilization of a centralized vocational education facility.

Activity 11.31
Fall 1971

Direct the vocational education program

Upon recommendations of the Council of Fresno Educational Agencies and the community advisory and monitoring committee (Activity 11.1), a central administrative position should be established at Fresno City College for the vocational education program in cooperation with the superintendents of the school districts involved.

Activity 11.32
School Year
1971-72

Expand world of work curriculum committee to include grades 13 and 14

A world of work curriculum committee similar in structure and function to those established in Activity 11.3 should be organized.

Activity 11.33
School Year
1971-72 and
Continuing

Continue existing specific occupational advisory committees with expanded roles

The junior college, and to a limited degree Fresno City Schools, presently have advisory committees operating within each major occupational area. These committees should:

1. Serve in an advisory capacity to the world of work curriculum committees (Activities 11.8, 11.9, 11.10, 11.11 and 11.32).
2. Monitor student placement.
3. Coordinate their activities through the Director of Vocational Education at the Fresno City College.

Activity 11.34
School Year
1971-72

Provide fiscal support for vocational education center

The Fresno Council of Educational Agencies should monitor the funds available by combining ADA resources. Actual fiscal administration would be the responsibility of Fresno City College. Capital outlay initially would be minimum as present facilities at Fresno City College are not operating to maximum capacity. Other sources of income should be explored. These income avenues should include private as well as expanded public support. As other districts are included, special taxing mechanisms such as the recently enacted Regional Occupation Center tax can be utilized.

Activity 11.35
School Year
1971-72

Expand the transfer of high school vocational education students to Fresno City College

As program expands to match available space, transfer students to City College for half days.

Activity 11.36
School Year
1971-72 and
Continuing

Eliminate legal restraints for full use of Fresno City College

This is the responsibility of the Council of Fresno Educational Agencies. In order for the junior college to be able to accept all high school students who require classes, certain legal restraints would have to be removed. The Education Code , Section 6401 specifies that only 11th and 12th graders can attend a junior college as special part-time students and also that the number cannot exceed 15 per cent of the 11th and 12th graders at each feeder high school. In order for 10th graders to participate in such programs and to increase the number greater than 15 per cent, it would be necessary to change this section of the Education Code. Time constraint given in the Education Code, Section 11052 should be modified to accommodate flexible scheduling.

Activity 11.37
School Year
1972-73

Expand facilities for increased enrollment at the community college

Activity 11.38
School Year
1972-73

Begin to close some vocational education classes in the Fresno City Schools

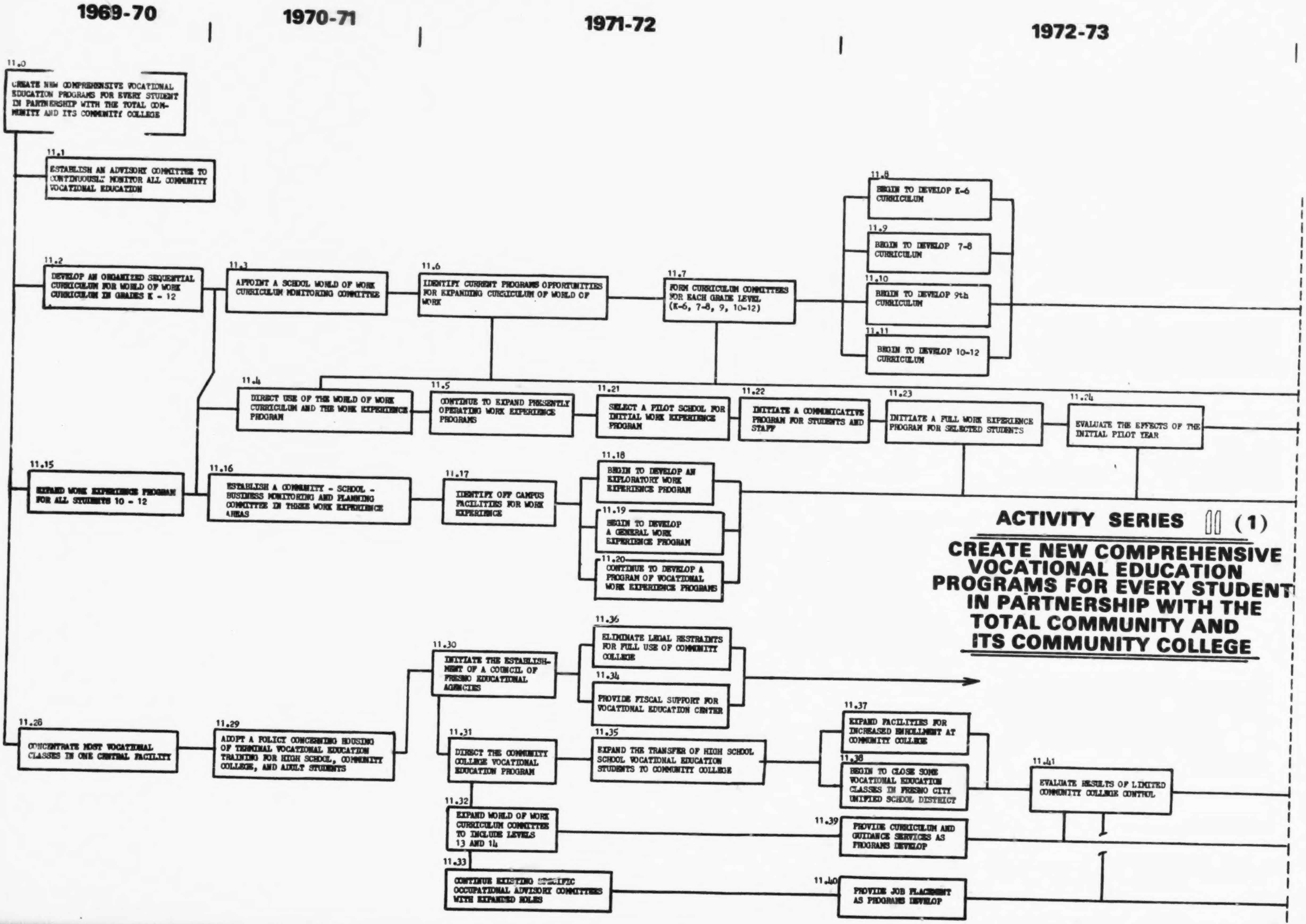
This is the responsibility of the director of the world of work program. As increased facilities at Fresno City College become available, vocational classes at local schools should be closed and students accommodated in the City College.

Activity 11.39 School Year 1972-73	Provide curriculum and guidance service as programs develop The two world of work curriculum committees responsible for grades 10 - 14 should work with the occupational advisory committee to develop curriculum and appropriate guidance services for the program.
Activity 11.40 School Year 1972-73	Provide job placement as programs develop This is the responsibility of the Director of Vocational Education, who in turn will depend upon the occupational advisory committees for specific placement opportunities.
Activity 11.41 Spring - Summer 1972-73	Evaluate the results of limited City College control This evaluation is the responsibility of the Director of Vocational Education (Activity 11.31), with results sent to the curriculum and guidance committees (Activity 11.42). This evaluation should include attitudinal as well as achievement appraisal, by students, staff and community.
Activity 11.42 School Year 1973-74	Recommend curricular and guidance revisions The world of work curriculum committees would have the responsibility to make recommendations for curriculum and guidance changes, and the Director of Vocational Education would implement these recommendations.
Activity 11.43 School Year 173-74	Provide increased placement services This activity is a continuation of Activity 11.40 and should include increased coordination with the work experience program, (Activity 11.25).

Activity 11.44
School Year
1974-75 and
Continuing

Expand the program to include all 10th to 14th grade students and adults needing vocational training in a central facility

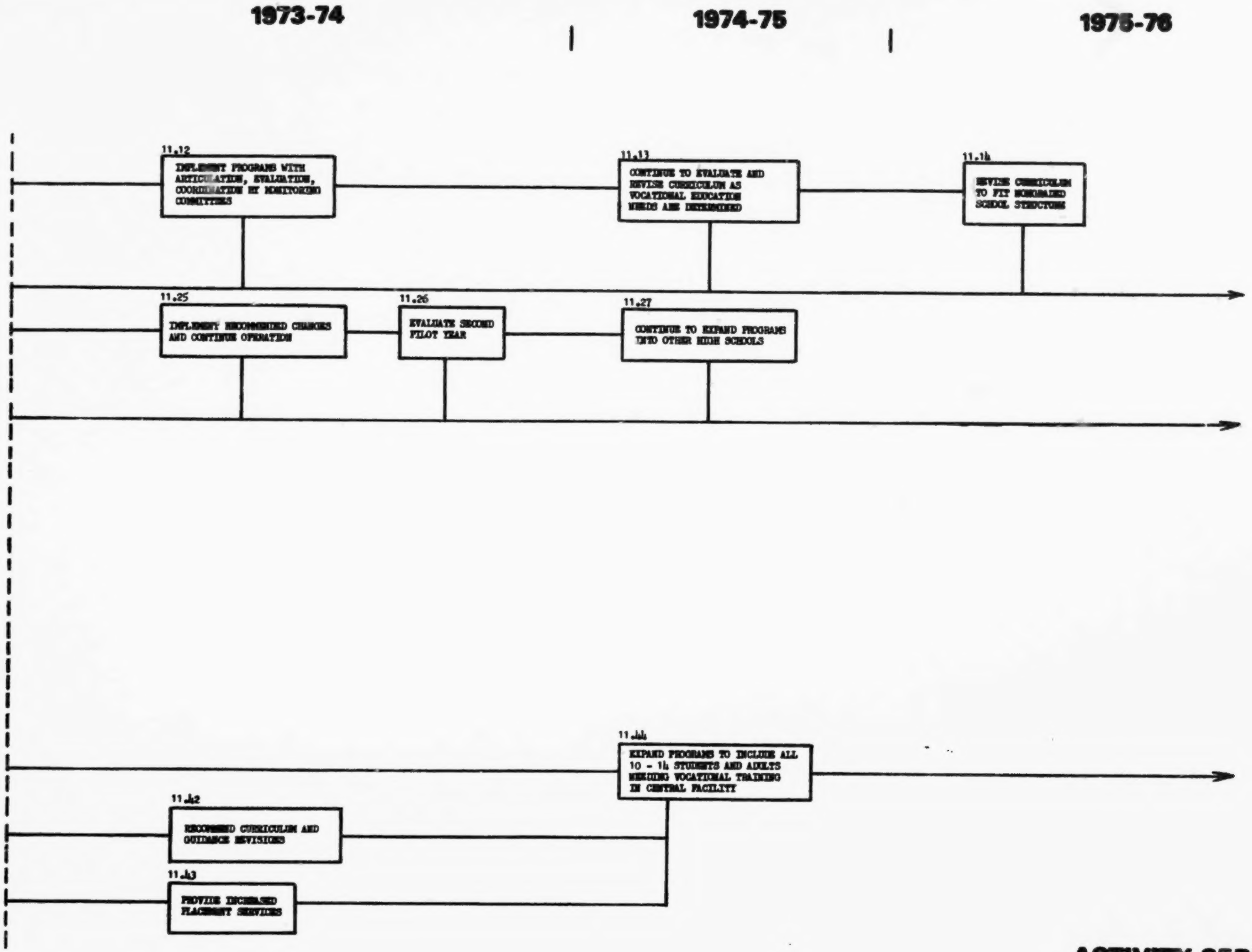
As the fiscal and legal restraints are eliminated in Activities 11.34 and 11.36, increased space should be made for expanding the programs on the Fresno City College campus. These programs of vocational training should continue to expand as they meet identified student needs.



ACTIVITY SERIES 11 (1)

CREATE NEW COMPREHENSIVE VOCATIONAL EDUCATION PROGRAMS FOR EVERY STUDENT IN PARTNERSHIP WITH THE TOTAL COMMUNITY AND ITS COMMUNITY COLLEGE

1969-70
1970-71
1971-72
1972-73
11.0 CREATE NEW COMPREHENSIVE VOCATIONAL EDUCATION PROGRAMS FOR EVERY STUDENT IN PARTNERSHIP WITH THE TOTAL COMMUNITY AND ITS COMMUNITY COLLEGE
11.1 ESTABLISH AN ADVISORY COMMITTEE TO CONTINUOUSLY MONITOR ALL COMMUNITY VOCATIONAL EDUCATION
11.2 DEVELOP AN ORGANIZED SEQUENTIAL CURRICULUM FOR WORLD OF WORK CURRICULUM IN GRADES K - 12
11.3 APPOINT A SCHOOL WORLD OF WORK CURRICULUM MONITORING COMMITTEE
11.6 IDENTIFY CURRENT PROGRAMS OPPORTUNITIES FOR EXPANDING CURRICULUM OF WORLD OF WORK
11.7 FORM CURRICULUM COMMITTEES FOR EACH GRADE LEVEL (K-6, 7-8, 9, 10-12)
11.8 BEGIN TO DEVELOP K-6 CURRICULUM
11.9 BEGIN TO DEVELOP 7-8 CURRICULUM
11.10 BEGIN TO DEVELOP 9th CURRICULUM
11.11 BEGIN TO DEVELOP 10-12 CURRICULUM
11.4 DIRECT USE OF THE WORLD OF WORK CURRICULUM AND THE WORK EXPERIENCE PROGRAM
11.5 CONTINUE TO EXPAND PRESENTLY OPERATING WORK EXPERIENCE PROGRAMS
11.21 SELECT A PILOT SCHOOL FOR INITIAL WORK EXPERIENCE PROGRAM
11.22 INITIATE A COMMUNICATIVE PROGRAM FOR STUDENTS AND STAFF
11.23 INITIATE A FULL WORK EXPERIENCE PROGRAM FOR SELECTED STUDENTS
11.24 EVALUATE THE EFFECTS OF THE INITIAL PILOT YEAR
11.15 EXPAND WORK EXPERIENCE PROGRAM FOR ALL STUDENTS 10 - 12
11.16 ESTABLISH A COMMUNITY - SCHOOL - BUSINESS MONITORING AND PLANNING COMMITTEE IN THREE WORK EXPERIENCE AREAS
11.17 IDENTIFY OFF CAMPUS FACILITIES FOR WORK EXPERIENCE
11.18 BEGIN TO DEVELOP AN EXPLORATORY WORK EXPERIENCE PROGRAM
11.19 BEGIN TO DEVELOP A GENERAL WORK EXPERIENCE PROGRAM
11.20 CONTINUE TO DEVELOP A PROGRAM OF VOCATIONAL WORK EXPERIENCE PROGRAMS
11.28 CONCENTRATE MOST VOCATIONAL CLASSES IN ONE CENTRAL FACILITY
11.29 ADOPT A POLICY CONCERNING HOUSING OF TERMINAL VOCATIONAL EDUCATION TRAINING FOR HIGH SCHOOL, COMMUNITY COLLEGE, AND ADULT STUDENTS
11.30 INITIATE THE ESTABLISHMENT OF A COUNCIL OF FRESNO EDUCATIONAL AGENCIES
11.36 ELIMINATE LEGAL RESTRAINTS FOR FULL USE OF COMMUNITY COLLEGE
11.34 PROVIDE FISCAL SUPPORT FOR VOCATIONAL EDUCATION CENTER
11.31 DIRECT THE COMMUNITY COLLEGE VOCATIONAL EDUCATION PROGRAM
11.35 EXPAND THE TRANSFER OF HIGH SCHOOL SCHOOL VOCATIONAL EDUCATION STUDENTS TO COMMUNITY COLLEGE
11.32 EXPAND WORLD OF WORK CURRICULUM COMMITTEE TO INCLUDE LEVELS 13 AND 14
11.33 CONTINUE EXISTING SPECIFIC OCCUPATIONAL ADVISORY COMMITTEES WITH EXPANDED ROLES
11.37 EXPAND FACILITIES FOR INCREASED ENROLLMENT AT COMMUNITY COLLEGE
11.38 BEGIN TO CLOSE SOME VOCATIONAL EDUCATION CLASSES IN FRESNO CITY UNIFIED SCHOOL DISTRICT
11.39 PROVIDE CURRICULUM AND GUIDANCE SERVICES AS PROGRAMS DEVELOP
11.40 PROVIDE JOB PLACEMENT AS PROGRAMS DEVELOP
11.41 EVALUATE RESULTS OF LIMITED COMMUNITY COLLEGE CONTROL


1973-74
1974-75
1975-76
11.12
IMPLEMENT PROGRAMS WITH ARTICULATION, EVALUATION, COORDINATION BY MONITORING COMMITTEES
11.13
CONTINUE TO EVALUATE AND REVISE CURRICULUM AS VOCATIONAL EDUCATION NEEDS ARE DETERMINED
11.14
REVISE CURRICULUM TO FIT NONGRADED SCHOOL STRUCTURE
11.25
IMPLEMENT RECOMMENDED CHANGES AND CONTINUE OPERATION
11.26
EVALUATE SECOND PILOT YEAR
11.27
CONTINUE TO EXPAND PROGRAMS INTO OTHER HIGH SCHOOLS
11.44
EXPAND PROGRAMS TO INCLUDE ALL 10 - 14 STUDENTS AND ADULTS NEEDING VOCATIONAL TRAINING IN CENTRAL FACILITY
11.42
RECOMMEND CURRICULUM AND GUIDANCE REVISIONS
11.43
PROVIDE INCREASED PLACEMENT SERVICES

ACTIVITY SERIES II (2)

CREATE NEW COMPREHENSIVE VOCATIONAL EDUCATION PROGRAMS FOR EVERY STUDENT IN PARTNERSHIP WITH THE COMMUNITY AND ITS COMMUNITY COLLEGE

"If school is failing to do the job that it should do, we should not look for environmental scapegoats, we should improve the school."

-- William Glasser
Schools Without Failure 1969

ACTIVITY SERIES 12 DEVELOP A PROGRAM FOR EFFECTIVE AND PRODUCTIVE PERSONNEL EVALUATION

Rationale

The district has the responsibility of monitoring the performance of all its employees. This requires, in addition to daily supervision, a periodic written evaluation of performance. This evaluation should be done to identify those employees giving satisfactory performance. Employees should be told when their performance is satisfactory and they should be encouraged to continue their good work. Employees giving exemplary performance should be identified first, so that they realize the district recognizes their outstanding work and in addition the district as a whole can benefit by disseminating the methods and results that have come from their exemplary activities. Employees giving inadequate performance must be identified so that they may be given specific help that will improve their performance; or if it appears there is no way to obtain satisfactory improvement the employee should be dismissed.

Present evaluation procedures in the district do not achieve these ends. Several factors contribute to this:

1. Specific roles and responsibilities of district personnel are not well-defined.
2. Specific objectives that describe the role of the school in the education process are not well-defined.

3. Present evaluation procedures result in ratings that are unrealistic in that they classify inadequate performance as "good", satisfactory performance as "excellent" and truly excellent performance is not identified.

4. Staff assigned the responsibility for making personnel evaluations have no specific training or uniform guidelines for this activity.

5. Little if any specific action follows the evaluation of permanent personnel.

The activities recommended in Activity 12.0 will enable the district to identify present activities related to evaluation and to develop specific procedures for an effective productive system of personnel evaluation.

Activity 12.1
School Year
1969-70

Determine specific goals to be achieved by personnel evaluation

This activity is the responsibility of the personnel office. It should be done in cooperation with the superintendent, the Division of Instruction, the Division of Business Services, and professional organizations. Each goal determined should be justified in terms of maintaining and improving the service of district personnel. The product of this activity should be a written document of specific goals, and present operations should not be a constraint in its preparation.

Activity 12.2
School Year
1969-70

Assess present evaluation practices in terms of method, product and utilization

This activity is the responsibility of the Division of Research and Development. The product of this activity should be a written report of what is currently happening in personnel evaluation. It should include reactions of both those being evaluated and those doing the evaluating. It should specifically point out areas where present methods of evaluation are inconsistent. It should also clearly state what use is made of evaluations for both permanent and probationary employees.

Activity 12.3
School Year
1970-71

Determine specific personnel evaluation needs as indicated by mismatches of Activities 12.1 and 12.2

This activity is the responsibility of the Division of Research and Development. It will consist of a careful comparison of the goals to be achieved by an evaluation program with what is currently being done in the district. The product of this activity will be written statements that describe what the goals are and relates those goals to current activities. Included in this written statement will be specific actions the district must take to achieve the stated goals. It is anticipated that specific items in this statement will allow the continued implementation of Activities 12.4 through 12.14.

Activity 12.4
School Year
1971-72

Examine personnel evaluation schemes of public and private agencies

This activity is the responsibility of the Division of Research and Development. It will involve obtaining from outside the district as many evaluation procedures as feasible. Evaluation programs of both public and private agencies should be examined. The product of this activity will be a written report presented in such a way that component parts of various evaluation systems can be compared in terms of methods used, use of results and acceptance by employee groups involved.

Activity 12.5
School Year
1971-72

Identify district positions in terms of role and responsibility

Information will be available at this time as a result of the activities identified in Activity 3.0.

Activity 12.6
School Year
1971-72

Identify specific objectives to be achieved by the school district

This information will be available at this time as a result of the activities described in Activity 1.0. These objectives will be continually updated in the years subsequent to 1972. Current objectives should be used in the actual design of any evaluation procedures.

Activity 12.7
School Year
1971-72

Identify specific devices to be used in determining quantity and quality of objective achievement

Specific testing devices uniquely designed to serve the needs will become available as the product of the activities described in Activity 9.0.

Activity 12.8
School Year
1971-72

Identify legal constraints associated with personnel procedures

This is a responsibility of the Division of Research and Development. It involves an in-depth look at those parts of the Education Code that affect personnel. It may be that the district should propose a legislative change that would modify current constraints.

Activity 12.9
School Year
1972-73

Design a specific procedure to be followed in evaluating personnel

This activity is the responsibility of the Division of Research and Development and should be done in cooperation with the Division of Personnel and representatives of professional associations. The procedures should be based on the data available in documents resulting from Activities 12.3 through 12.8. The procedures should clearly state who is to be evaluated and by whom, when evaluations are to be performed, who is to be made aware of the results, how the evaluation is to report strengths, how the evaluation is to report weaknesses, what guarantees exist for uniform implementation of evaluating procedures, how the evaluation procedures recognize unique functions associated with specific positions and how the evaluation results will be used to improve performance where improvement is indicated.

Activity 12.10
Fall 1973

Provide opportunity for district administrative staff to examine the proposed procedures

This activity is the responsibility of the Division of Research and Development. The proposed procedures should be given to the superintendent who in turn should review them with his cabinet. Following this review, the procedures should be made available to all district personnel having a responsibility for evaluating or being evaluated.

Activity 12.11
Fall 1973

Provide opportunity for professional organizations to examine proposed procedures

This activity is the responsibility of the Division of Research and Development. Copies of the proposed procedures should be made available to all organizations representing district employees. They should be given a reasonable time to examine the proposed procedures, including time to get legal opinions about them if they so desire. A specific time should be designated when the review would end so that final adoption procedures may be prepared.

Activity 12.12
Spring 1974

Prepare final design of personnel evaluation procedures

This activity is the responsibility of the Division of Research and Development. The final design should consider the contribution obtained by Activities 12.10 and 12.11. The final plan should be prepared as a specific recommendation for adoption as Board of Education policy and be accompanied by appropriate written administrative procedures needed to implement the policy.

Activity 12.13
Fall 1974

Distribute proposed evaluation procedures to all district personnel

This activity is the responsibility of the superintendent. Materials distributed should include:

1. The proposed board policy
2. The proposed administrative procedures
3. A rationale for the proposal that clearly states the need for adoption, how the adoption will affect individuals, and the effect of implementation on the district.

Specific opportunity should be provided for all staff to discuss the relationship of personnel evaluation to the evaluation of students and program.

Activity 12.14
Spring 1975

Adopt evaluation procedures and begin implementation

Adoption is a responsibility of the Board of Education, followed by a responsibility of the administration for implementation.

Activity 12.15
Spring 1976
Continuing

Evaluate effectiveness of evaluation procedures

This is an ongoing activity of the personnel division. The results of the evaluation should be made available to the Division of Research and Development. The first evaluation, Spring 1976, will be primarily concerned with mechanics. In the years to follow, more data will become available as the evaluation process becomes more effective.

Activity 12.16
School Year
1975-76

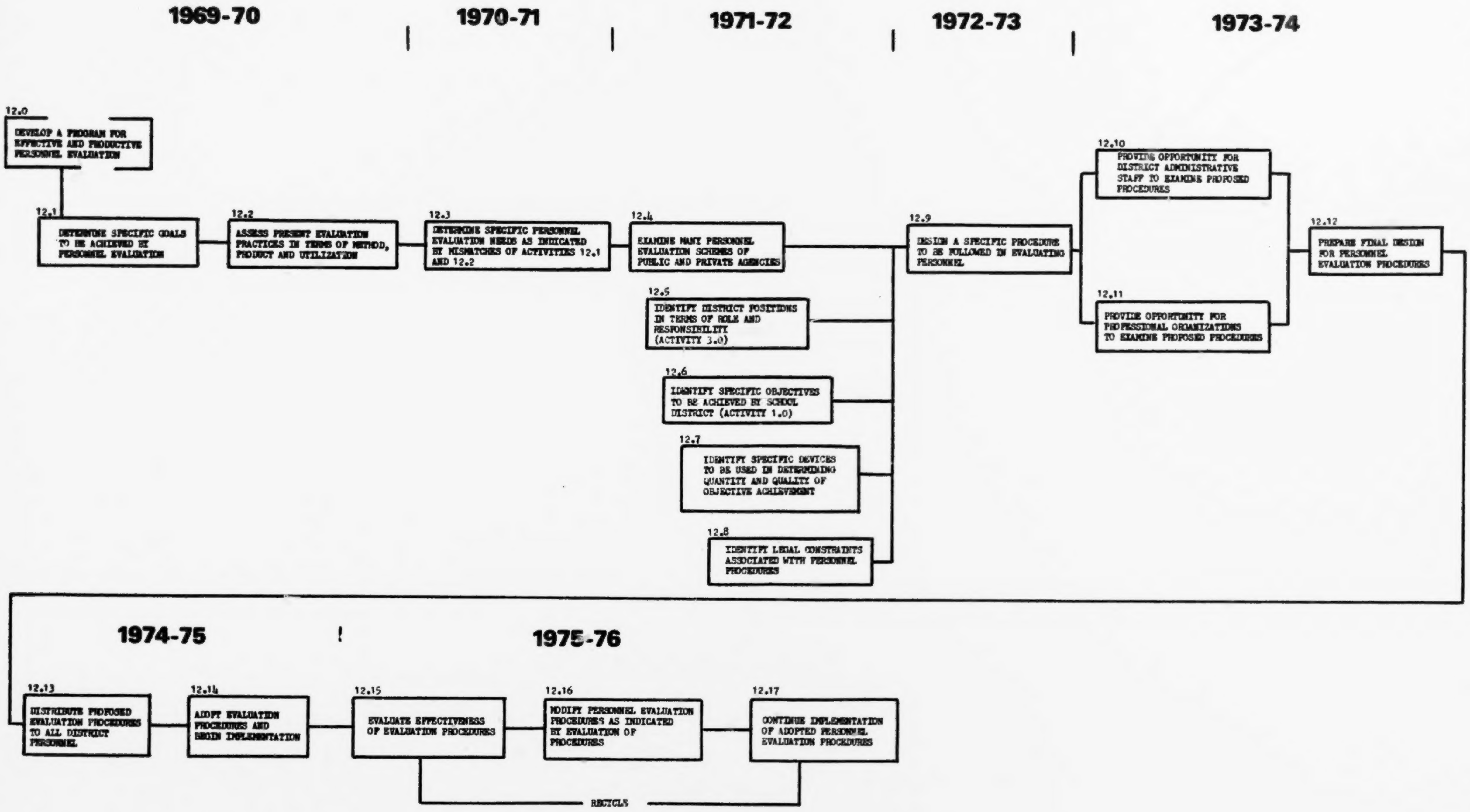
Modify personnel evaluation procedures as indicated by evaluation of procedures

This is a responsibility of the Division of Personnel. Proposed modifications should be reported through the Division of Research and Planning to any individual or group of individuals who would be affected.

Activity 12.17
School Year
1976-77

Continued implementation of adopted personnel evaluation procedures

This is a responsibility of the district administration that should be conducted through the Division of Personnel with data obtained sent to the appropriate division for utilization.


1969-70
1970-71
1971-72
1972-73
1973-74
12.0
DEVELOP A PROGRAM FOR EFFECTIVE AND PRODUCTIVE PERSONNEL EVALUATION
12.1
DETERMINE SPECIFIC GOALS TO BE ACHIEVED BY PERSONNEL EVALUATION
12.2
ASSESS PRESENT EVALUATION PRACTICES IN TERMS OF METHOD, PRODUCT AND UTILIZATION
12.3
DETERMINE SPECIFIC PERSONNEL EVALUATION NEEDS AS INDICATED BY MISMATCHES OF ACTIVITIES 12.1 AND 12.2
12.4
EXAMINE MANY PERSONNEL EVALUATION SCHEMES OF PUBLIC AND PRIVATE AGENCIES
12.5
IDENTIFY DISTRICT POSITIONS IN TERMS OF ROLE AND RESPONSIBILITY (ACTIVITY 3.0)
12.6
IDENTIFY SPECIFIC OBJECTIVES TO BE ACHIEVED BY SCHOOL DISTRICT (ACTIVITY 1.0)
12.7
IDENTIFY SPECIFIC DEVICES TO BE USED IN DETERMINING QUANTITY AND QUALITY OF OBJECTIVE ACHIEVEMENT
12.8
IDENTIFY LEGAL CONSTRAINTS ASSOCIATED WITH PERSONNEL PROCEDURES
12.9
DESIGN A SPECIFIC PROCEDURE TO BE FOLLOWED IN EVALUATING PERSONNEL
12.10
PROVIDE OPPORTUNITY FOR DISTRICT ADMINISTRATIVE STAFF TO EXAMINE PROPOSED PROCEDURES
12.11
PROVIDE OPPORTUNITY FOR PROFESSIONAL ORGANIZATIONS TO EXAMINE PROPOSED PROCEDURES
12.12
PREPARE FINAL DESIGN FOR PERSONNEL EVALUATION PROCEDURES
1974-75
1975-76
12.13
DISTRIBUTE PROPOSED EVALUATION PROCEDURES TO ALL DISTRICT PERSONNEL
12.14
ADOPT EVALUATION PROCEDURES AND BEGIN IMPLEMENTATION
12.15
EVALUATE EFFECTIVENESS OF EVALUATION PROCEDURES
12.16
MODIFY PERSONNEL EVALUATION PROCEDURES AS INDICATED BY EVALUATION OF PROCEDURES
12.17
CONTINUE IMPLEMENTATION OF ADOPTED PERSONNEL EVALUATION PROCEDURES
RECYCLE

ACTIVITY SERIES 12

DEVELOP A PROGRAM FOR EFFECTIVE AND PRODUCTIVE PERSONNEL EVALUATION

> "Educational planning is neither an end in itself nor a formula for achieving the impossible. It is implying a method of getting more and better educational results from the resources available ..."
>
> International Institute
> Educational Planning

ACTIVITY SERIES 13 MAINTAIN UP-TO-DATE EDUCATIONAL SPECIFICATIONS

Rationale

The educational program of the schools is defined by specific educational objectives. School personnel are responsible for insuring that the students achieve these objectives. The school facilities are present to assist the staff in this and should be designed in such a way as to help, not hinder, the staff in this function. As objectives change so do the tasks assigned the staff. The school facilities should also change to meet any specified need. At any point in time there will be a need to either provide additional facilities or modify present ones. In order to produce the most effective plant or plant modification there should be present within the district a source of data that relates current building needs to current programs. This is best done by having an up-to-date set of educational specifications available at all times. These specifications can best be produced by those using the present facilities to implement any program. This activity series describes the functions to be taken in the district to establish and maintain an effective set of educational specifications.

Activity 13.1 Establish Educational Specifications Committee as a
Fall 1969 permanent district committee

The present Educational Specifications Committee was established jointly by the administration and the Fresno Teachers Association. They had the task of developing educational specifications for all grade levels, preschool through grade 12 and a minimum of time in which to do it. The experience gained by the present personnel who have served in this capacity should be utilized in the development of an ongoing continually current set of educational specifications. They should serve as the nucleus of a group of district personnel who have this assignment responsibility. The assignment to the Educational Specifications Committee would be considered an integral part of their total assignment with an appropriate recognition of responsibility made either in salary, by a factor if the work is to be done out of school, or by specific time provisions if the work is to be done concurrent with other responsibilities.

Activity 13.2 Fall 1969 — Involve representatives of central administration, senior high, junior high, middle school, elementary school and building services

At the present time all these groups are represented on the Building Specifications Committee. This practice should continue.

Activity 13.3 — Determine specific objectives to be achieved by maintaining

School Year
1969-70

a complete current set of educational specifications

The present district educational specifications are based on similar documents from other districts, with many modifications to meet local needs. Educational specifications could be more meaningful and less prone to misinterpretation if, prior to stating specific items, the educational specifications were designed to answer a set of uniform questions relating facilities to program. A clear statement of such objectives is needed to be sure the educational specifications are complete and to avoid the insertion of irrelevant data.

Activity 13.4
School Year
1969-70

Develop a general model for a set of educational specifications

The model developed by the Educational Specifications Committee should provide a specific arrangement of the data necessary to satisfy all the stated objectives. It may be that a coding system relating program, student age, teaching need, physical space and community availability should be designed. The model should allow for the insertion or removal of individual parts without disturbing the whole. A part of the model should provide for a clear statement of acceptable minimums for any facility considered. It would be advisable to involve one or more local architects in examining the model for functional effectiveness prior to any final adoption.

Activity 13.5
School Year
1970-71

Evaluate present educational specifications in terms of model and stated objectives

At this time the Educational Specifications Committee will be prepared to evaluate the specifications completed in 1968-69. They should be examined for the following specific items:

a. Do they accommodate the objectives determined in Activity 13.3?

b. Can they be modified to fit the form developed in Activity 13.4?

c. How well did the objectives serve as a guide to building construction or modification? This can be done by examining the structures that were built after these specifications became available.

d. What specific program or facility item actually present in new buildings is not mentioned in current specifications?

The results of this evaluation are not to be used as a published document. The data is to be used in Activity 13.6.

Activity 13.6
School Year
1970-71

Develop precedures for obtaining current information regarding school program and plant

The Educational Specifications Committee is responsible for developing or identifying procedures necessary for gathering current data regarding programs and school plants. Procedures developed at this time should specify who in the district is best qualified to gather what data, to whom the data should be given and in what form. The procedures should include some mechanism for staff other than Educational Specifications Committee members to show their concerns with the committee.

Activity 13.7
School Year
1970-71

Determine budget for educational specification development

The procedure developed in Activity 13.6 should be provided for in the district budget. Specific items of concern are production of reports, secretarial time, purchase of publications, costs of release time for teachers, travel and salary factors if persons involved work beyond normal contractual obligation.

Activity 13.8
School Year
1971-72

Obtain data

This is the responsibility of the committee chairman. He must make appropriate assignments, within his budget limitation, to gather the necessary data for preparing an adequate set of educational specifications. He must consider time limitations so that the entire committee will have sufficient time to adequately perform Activity 13.14. This activity, and all those subsequent to it, are a part of an ongoing biennial cycle that provides the district with a continuous up-to-date set of educational specifications.

Activity 13.9
School Year

Evaluation of current educational specifications

This activity is synonymous with Activity 13.5 and is shown here to indicate its inclusion as a part of recycling operation every two years that will promote the production of a continually up-to-date- set of educational specifications. It will involve additional staff beyond just committee members. Reference should be made to educational specifications of other districts and model educational specifications developed by various professional associations and foundations.

Activity 13.10
School Year
1971-72

Evaluation of current program

This task should be assigned to specific members of the Educational Specifications Committee with specific members responsible for reporting on specific grade or program activities. As various program evaluations are read the committee members should interpret the evaluations in terms of the physical plant effect. Where problems or concerns are identified it may be desirable to contact personally the person who made the program evaluation to obtain firsthand data of the program-facility relationships.

Activity 13.11
School Year
1971-72

Review of professional literature

This task should be assigned to specific members of the Educational Specifications Committee. Abstracts of articles relating facility and program should be made and indexed as an appendix to the current educational specifications. As individual appendix items become outdated they should be maintained in a set of educational specification archives. Any item found in this literature review that is particularly pertinent to a current or proposed program should be channeled to the personnel involved and in some cases the district should assume the responsibility for a district-wide distribution of the data.

Activity 13.12 Participation in professional conferences

School Year 1971-72

This task is an editing function and should be assigned to a specific member of the Educational Specifications Committee. A district employee who attends a conference at district expense should be required to submit a resume' of the conference in writing to the district. A copy of the resume' should be forwarded to the appropriate member of the Educational Specifications Committee. The resume' would then be treated in the same fashion as literature in Activity 13.11.

Activity 13.13 Visitations

School Year 1971-72

This activity should be used only after Activities 13.9 through 13.12 have been completed. If in the course of these activities it becomes evident that there is a specific reason for making a certain visitation, such an activity should be permitted. Prior to the visit the committee should prepare a complete list of questions to be answered and activities to be observed. In most cases it will be desirable to take photographs to aid in displaying the data obtained. The results of any visitation should be submitted in a written report similar to those that follow attendance of a conference. Specific records should be kept on who makes visitations, to avoid unnecessary duplication and to vary the individuals given this responsibility.

Activity 13.14
School Year
1971-72

Modify present educational specifications

This activity is the responsibility of the chairman of the committee and will involve all members utilizing the data obtained in Activities 13.9 through 13.13 plus the original educational specifications. This activity will subsequently be done every two year.

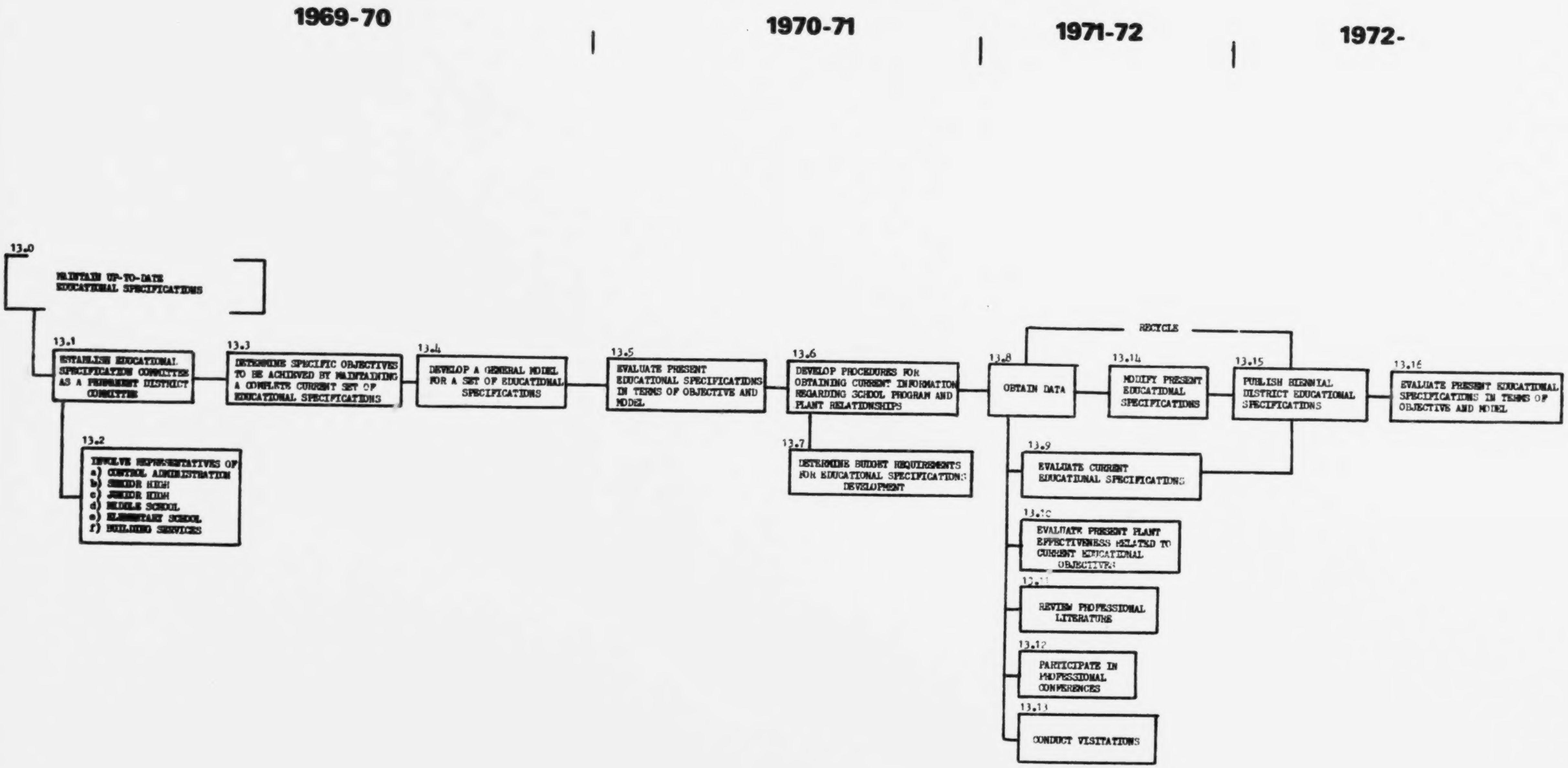
Activity 13.15
Fall 1972

Publish biennial district educational specifications

This is the responsibility of the committee chairman. The books published in Fall 1972 will be the 2nd edition of the educational specifications for the Fresno City Unified School District. The 3rd edition will be published in the Fall of 1974, 4th edition Fall 1976 at which time major decisions concerning graded versus non-graded, academic versus comprehensive versus vocational versus vocademic high schools and versus progress education will have been made.

Activity 13.16
Continuing as
appropriate

Utilize current educational specifications as a major source of data in facility planning


1969-70
1970-71
1971-72
1972-
13.0
MAINTAIN UP-TO-DATE EDUCATIONAL SPECIFICATIONS
13.1
ESTABLISH EDUCATIONAL SPECIFICATION COMMITTEE AS A PERMANENT DISTRICT COMMITTEE
13.2
INVOLVE REPRESENTATIVES OF
a) CONTROL ADMINISTRATION
b) SENIOR HIGH
c) JUNIOR HIGH
d) MIDDLE SCHOOL
e) ELEMENTARY SCHOOL
f) BUILDING SERVICES
13.3
DETERMINE SPECIFIC OBJECTIVES TO BE ACHIEVED BY MAINTAINING A COMPLETE CURRENT SET OF EDUCATIONAL SPECIFICATIONS
13.4
DEVELOP A GENERAL MODEL FOR A SET OF EDUCATIONAL SPECIFICATIONS
13.5
EVALUATE PRESENT EDUCATIONAL SPECIFICATIONS IN TERMS OF OBJECTIVE AND MODEL
13.6
DEVELOP PROCEDURES FOR OBTAINING CURRENT INFORMATION REGARDING SCHOOL PROGRAM AND PLANT RELATIONSHIPS
13.7
DETERMINE BUDGET REQUIREMENTS FOR EDUCATIONAL SPECIFICATIONS DEVELOPMENT
13.8
OBTAIN DATA
RECYCLE
13.9
EVALUATE CURRENT EDUCATIONAL SPECIFICATIONS
13.10
EVALUATE PRESENT PLANT EFFECTIVENESS RELATED TO CURRENT EDUCATIONAL OBJECTIVES
13.11
REVIEW PROFESSIONAL LITERATURE
13.12
PARTICIPATE IN PROFESSIONAL CONFERENCES
13.13
CONDUCT VISITATIONS
13.14
MODIFY PRESENT EDUCATIONAL SPECIFICATIONS
13.15
PUBLISH BIENNIAL DISTRICT EDUCATIONAL SPECIFICATIONS
13.16
EVALUATE PRESENT EDUCATIONAL SPECIFICATIONS IN TERMS OF OBJECTIVE AND MODEL

ACTIVITY SERIES 13

MAINTAIN UP-TO-DATE EDUCATIONAL SPECIFICATIONS

"The beginning is the most important part of the work.

The direction in which education starts a man will determine his future life."
-- Plato 427-347 BC
The Republic

ACTIVITIES SERIES 14 DEVELOP A COMPREHENSIVE PROGRAM FOR EARLY CHILDHOOD EDUCATION

Rationale

A comprehensive program for early childhood education serves two vital functions. It prepares children mentally, physically and socially to benefit from formal educational opportunities in the following two decades. It also encourages parents to become partners with their children so that together they both contribute to and benefit from the entire school program.

The early childhood education program offers unique opportunity to provide for the educational needs of adult and infant simultaneously. The role and function of public schools is changing as rapidly as the community itself. It is unrealistic to expect a parent who has been out of school several years to be familiar with the materials, procedures and objectives of today's educational program. It is even more unrealistic to expect adults who have been alienated from school by unhappy personal experiences, or who are unfamiliar with our schools due to cultural differences, to show much enthusiasm for school programs as they perceive them.

A comprehensive program of early childhood education is a logical and practical way of identifying the roles of student, parent, school and community in the total educational process. This proposed program encourages the parent to work with the school in providing educational opportunities for children. It provides the framework for continued cooperative activities of planning, implementing and evaluating that are vital for an effective program of individually relevant educational opportunities and experiences for children. The program is designed to involve parents at a time when interest in their child's education is at a maximum and to involve children early enough so that they will have time to develop learning and social skills necessary in school.

Activity Series 14 describes specific actions to be taken to provide every parent and child in the community with the opportunity to participate in a program of early childhood education consistent with identified child need and parental availability for participation.

This series of activities has met another great challenge. It is designed in such a way that this program of early childhood education is not just another program of the public schools. It involves many individuals and agencies currently directed by separate boards, each with its own operating philosophy and procedures. This series of activities describes a method by which these separate individuals and agencies can direct their unique capabilities and resources into a common effort to achieve a common goal. As our society becomes more complex, increased interagency activity is inevitable. Too often it stifles, rather than promotes, a common effort. The common community goal of providing the best educational opportunity possible to all children in this area is a goal that the various individuals and agencies will accept.

Public education, to be effective, must involve more than just the public schools as a singular institution. An effective program for early childhood education can be an ideal vehicle for developing this inter-agency responsibility. It must develop such responsibility in the areas of implementation and evaluation as well as planning.

Activity 14.1
School Year
1969-70

Establish a committee to guide the development of the program

It is the responsibility of the superintendent to establish this committee. The job of the committee will be to develop a program using these guidelines. It involves much data gathering and in-depth consideration of the role of the school in the community educational process. The work of the committee will, at a minimum, require six years. The committee should study in detail the report of Project Design, particularly in regard to school organization and continuous progress education.

Activity 14.2
1969-70

Include representatives of kindergarten, all preschools, Head Start, adult school, public agencies, private agencies, child care centers and private schools

This committee should include the widest background of experience in early childhood education available in the community. It should be made clear in the forming of this committee that the program to be developed is a community program, not just a school program. The role of the school is to be that of organizer. Any implementation that will follow should be done by the individual, group, or agency best equipped to do it. Clear recognition should be given to the abilities of all groups, both public and private, to make valuable contributions in these planning procedures. The committee should have the authority to add to its membership anyone perceived as helpful either on a permanent or temporary basis. It should also have the opportunity to call for expert opinion out of the district when necessary. This developing committee's function will be complete when a comprehensive program of early childhood education is adopted in Fresno.

Activity 14.3
School Year
1969-70

Provide budget allocation for committee operation

This is the responsibility of the Board of Education. The committee, in the process of organizing, should roughly determine what their activities will be during the period 1970-72 (Activities 14.4 through 14.11). These proposed specific activities should be the basis of budget allocation. Serious consideration should be given to obtaining some financial support from the local community as well as the school district. Agencies to be considered would be the Fresno City Council, Fresno County Board of Supervisors, private corporations, etc. To assist in gaining adequate financing, the committee should present specific written procedures they develop to describe the proposed activities.

Activity 14.4
School Year
1970-71 and
1971-72

Conduct a comprehensive two year study of current early childhood educational programs

This is the responsibility of the developing committee. This study, and the written report that results from it

(Activity 14.10), will be the prime document for demonstrating the need for this program and what it can accomplish. The study should be carefully executed utilizing expert help and employing the most effective research techniques.

Activity 14.5
School Year
1970-71

Prepare objectives to be achieved by children

These objectives should be written in such a way that they describe:

1. what is to be done
2. how well it is to be done
3. who is to do it, and
4. how this accomplishment is to be measured.

This careful identification of objectives to be achieved becomes the definition of the educational program for children. The objective sets described will vary according to child need. The function to be served by having specific objectives is the ability to select from the set those that make up an educational program uniquely tailored to the identified needs of an individual student. In preparing these objectives it must be kept in mind that not every student will achieve every objective. Let us consider an analogy: the dictionary provides us with many words, but in writing an essay upon a single topic we are not obligated to use them all.

Activity 14.6 Prepare objectives to be achieved by parents

School Year 1970-71

This activity is similar to Activity 14.5, but directed toward parents.

Activity 14.7 Examine present programs

School Year 1970-71

This is the responsibility of the developing committee. At this point it is very important to have all local programs of early childhood education represented. By examining in detail what present programs are doing, it is possible to identify duplication and how different programs achieve similar objectives. A clear statement of child care needs should be made since this is as important at this age as is education. Consideration should be given to such things as time, degree of parental involvement, program cost, availability, transportation, food services, health services, program publicity, management techniques, unique equipment, etc. As these program examinations are made, much information relevant to objectives will become available.

Activity 14.8 Include all programs related to early childhood education: public, private, school and other agencies

School year 1970-71

This activity indicates individual reports on different programs may be desired. Special consideration should be given to the factors that have brought each program into existence, what its prime function is, and how it serves different identified needs. Special attention should be given to widely divergent programs such as private day nurseries with a prime function of child care, the public child care centers with a similar function for the less affluent, and education oriented programs such as those supported by AB 1331 and Head Start. Professional organizations such as Central California Association for the Education of Young Children, California Teachers Association, and the National Education Association should also be contacted for information concerning programs in communities other than Fresno. Special effort should be made to get specific information relevant to evaluation procedures used in any identified program. In addition, it would be well to contact parents of children not in pre-school programs to find the reasons contributing to their nonparticipation.

Activity 14.9
School Year
1971-72

Relate achievement of present programs to identified objectives

This activity is the logical outgrowth of Activities 14.5 through 14.8. Having identified specific objectives and evaluation procedures, it is then possible to determine to what extent objectives are achieved by specific programs. At the present time a lack of behaviorally stated objectives and the corresponding lack of evaluative devices may render this function ineffective. It must be emphasized at this point that if such correlation of objectives to achievement cannot be done this mismatch cannot be ignored. Any statistical information presented at this point should be accompanied by a statement defining its validity. In other words, if there is something we don't know - admit it.

Activity 14.10
Spring 1972

Publish a complete report on early childhood education in Fresno

This report is the written summation of Activities 14.4 through 14.9. In addition to data, it should contain specific recommendations for establishing a community early-education program with schools as a nucleus. The report should include proposed activity implementation schedules and proposed methods of financing. This document could well be produced in cooperation with the local Edict office; particularly if Title III funds are being considered to support the program.

Activity 14.11
Spring 1972

Initiate a search for funding to implement early childhood education program

This activity should be assigned to a specific member of the developing committee. All sources of funding should be considered i.e., private industry, private foundations, Federal sources, State sources etc. Serious consideration should be given to making the program self-supporting in part. When the need for a community-wide early childhood education program is adequately demonstrated, the problem becomes one of how to do it rather than can it be done. It would be well to consider using the permissive override taxes available for adult education at this point.

Activity 14.12 Fall 1972

Establish a permanent citizen's board to monitor early childhood education

This is the responsibility of the Board of Education. The establishment of this permanent board is the first step in implementing the community-wide program of early childhood education. This board will have the responsibility of guiding, encouraging and supervising both the initiation and operation of a total community effort in education. This board will be responsible for coordinating the efforts of diverse individuals who come from different agencies and varying economic backgrounds. This board will supplement, not replace the original developing committee, rather it will provide the committee with a wider range of influence and make available additional resources. This citizen's monitoring board has the opportunity to demonstrate that it is possible to have within a community an interagency effort directed toward a specific goal. The board has an advantage in that the goal, developing a rich background for children prior to attending school, is one that the majority of the community will accept. The mechanics of operation, methods of communication, and assigning of specific responsibilities to different agencies will establish a pattern for developing future committee and concerned governing boards.

2. How much, or to what degree? This describes the expected variation in performance or participation by involved individuals or agencies.
3. By whom? This describes the assignment of responsibility to those involved.
4. When, or within what time period? This describes the expected time periods required to implement, operate and evaluate the pilot program adoption. This activity series itself has made preliminary estimates in this area.
5. Where and under what conditions? This describes the physical arrangements needed for implementations.
6. For whom, or to whom? This, like question 3, defines responsibility relationships.
7. How will success or failure be measured? This describes the evaluation procedures to be used and may include some preliminary criteria. The more specific evaluation criteria will be established when an actual working plan is adopted for implementation that recognizes current constraints.

Activity 14.15 School Year 1972-73	Provide for achievement of objectives related to child mental, physical and social development, parent involvement and program awareness

C

All objectives identified should be stated in such a way that the seven questions in Activity 14.14 are answered. When the objectives are properly stated, the program is fully defined.

Activity 14.16
School Year
1972-73

Provide for full utilization of all community resources

This activity is the responsibility of the developing committee and will depend heavily upon data gathered in Activities 14.4. The strength of this program will be seen in its effective use of all resources. This program is not one of elimination, it is one that utilizes the current available facilities, increases their use through interagency coordinated activities and identifies resources now being used on a limited basis or not at all. Parks, playgrounds, classrooms, private schools, the "Y", Red Cross facilities, day child care centers, adult school facilities, well-baby clinics, social-welfare facilities, local industries and public auditoriums are examples of the types of physical resources to consider.

As was mentioned in the rationale for these activities, one of the community resources which has not been effectively utilized has been parents. Facilities which do not threaten these parents would tend to involve them more actively in their child's school experience. One type of facility which could be constructed to accomplish this is satellite neighborhood schools. These satellite schools would be located around and act as a feeder to an established elementary school. They would be small schools (45-50 enrollment) built within a small neighborhood so that the parent could visit with less fear and consequently more potential involvement in their child's education. These schools initially should be built where there are high concentrations of minorities as these areas are often times ones in which there are higher percentages of noninvolved parents. As space becomes a problem in other schools, satellites should also be built. When those schools are built and become operational, school exchanges involving children and parents should be expanded to provide intercultural exposure. The staffing of schools should include two to three teachers and as many parent aides as possible. The school should be an educational experience for the parent as well as for the child. Funding for such schools should become an interagency function (Model City, Redevelopment etc.). Legislative funding (Activity 14.17) is a possibility. The appropriate agency responsibility should be determined by the citizens board, (Activity 14.12). Actual construction data is found in Activity 14.22.

Activity 14.17
School Year
1972-73

Seek legislation to provide funding

This activity describes exactly what is wanted. This responsibility is assigned to the citizen's monitoring committee as well as to the developing committee. Expediency, demonstrated need, and political acumen are the criteria to be used. Interim or short-term financing is better than no financing. It would be well to involve professional associations and the State Department of Education as additional sponsors of any legislation proposed in this area.

Activity 14.18
School Year
1973-74

Seek enabling legislation to provide appropriate agency responsibility

Specific actions indicated here will be arrived at jointly by the citizens monitoring board and the developing committee. Any specific legislative proposals would come from Activity 14.13, comparing legal constraints, and Activity 14.14, initial program proposal.

Activity 14.19
School Year
1973-74

Complete plan for pilot program including objectives, along with implementation and evaluation mechanisms

This is the completion of Activity 14.14. This plan however, will have to accommodate existing limits and constraints.

Activity 14.20
Spring 1974

Publish plan and initiate program of parent awareness

This is the responsibility of the citizen's monitoring board. Publicity for the program should be provided by all agencies both public and private that share the responsibility for its successful implementation. All segments of the community should be made aware of opportunities presented for both children and their parents. Specific methods used to develop awareness should be those that are effective for certain target groups. In addition to the usual school notices, there should be newspaper stories, radio and television advertising, major industries should assist in promotion, the Department of Social Welfare should inform all potential benefiting families, and specific persons should be assigned the task of recruiting in certain designated areas where other media are ineffective.

Activity 14.21
School Year
1974-75

Initiate in-service education program for staff to be involved in pilot

This is the responsibility of the program developing committee. The training should involve all personnel in the program regardless of their agency affiliation. They should be made aware of the uniqueness of this combined agency effort. They each should be aware of their responsibilities and the responsibilities of others in implementing the program. They should understand the objectives directed toward parent as well as those directed toward children and should be told how the success of the program is to be evaluated. They should learn how they can communicate with others responsible for total implementation even though they are responsible to different agencies. Understanding coordinating mechanisms is vital at this point. It may be desirable to develop a regular weekly or monthly bulletin that will assist the implementing staff to keep constantly aware of the varying aspects of the program as it is implemented.

Activity 14.22 1974-75	Construct satellite neighborhood schools These "satellite" schools (Activity 14.16) should be built in those locations which will most conveniently serve the neighborhood. Each school should be built on land no larger than a typical residential lot, and have an exterior which closely resembles a typical neighborhood home with an open spaced interior. Construction should include possibilities for conversion to a family residence in case of the need for future resale. Initial construction should be in low socio-economic areas.
Activity 14.23 School Year 1974-75	Implement pilot program observing current legal and financial constraints This is it! Ideas in action!
Activity 14.24 School Year 1974-75	Evaluate pilot program The mechanics of conducting the evaluation is the responsibility of the developing committee. The citizens advisory board is responsible for interpreting the evaluation in terms of the stated goals of the program. This evaluation is an ongoing process concurrent with the first year implementation. By the time the first year implementation. is well underway some evaluation should have been made of each of the stated specific objectives. As the data from the ongoing evaluation accumulates, it should be shared on a regular basis with all personnel responsible for

implementing the program. The combined results of all evaluation provide the data to be used in Activity 14.25.

Activity 14.25
Spring 1975

Make appropriate program modifications

This activity is the responsibility of the developing committee. Proposed changes should be justified in terms of previously stated objectives. If a change cannot be related to a specific objective, either an appropriate objective should be identified to better define the total program or the proposed change should be dropped. It is vital that in all cases program changes or further development be linked with objective that meet the criteria identified in Activity 14.14.

Activity 14.26
Spring 1975

Consider data from district pilot programs relating to school organization patterns, evaluation techniques, and staffing patterns

This data, available from Activities 2.12, 7.29, 9.24 and 13.16, will assist in planning future activities in the program of early childhood education. Specific consideration should be given to the development of continuous progress education as it relates to the appropriate time for beginning a child's elementary school experience. A major decision facing the planning committee at this time is the determination of the most effective method of coordinating those activities associated with early childhood education and the more structured activities of the elementary school.

Activity 14.27 through 14.31
School Year 1975-77

These activities are the cyclic repeating of Activities 14.23, 14.24 and 14.25, for the second and third year of the pilot program

Activity 14.32
Spring 1977

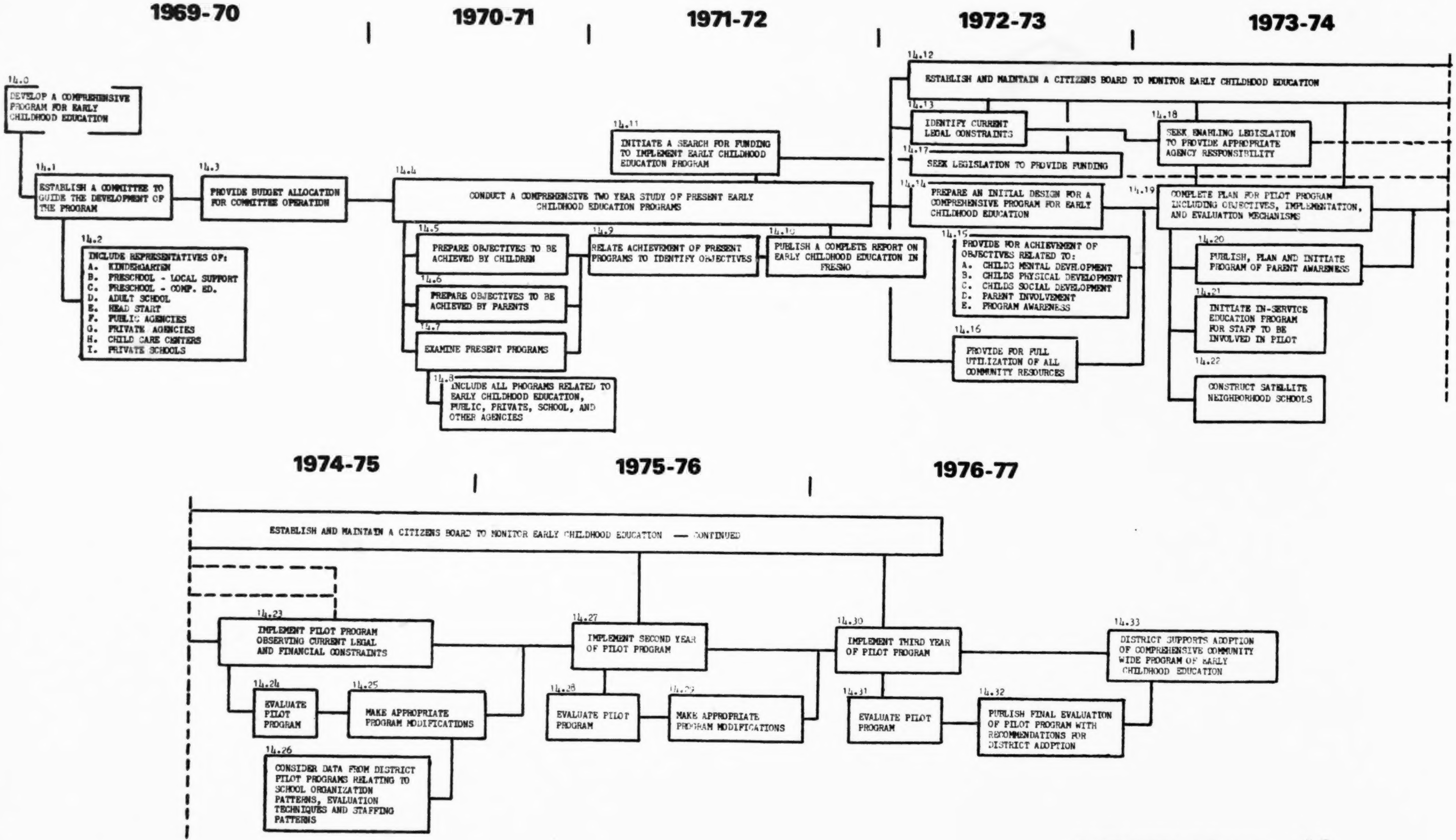
Publish final evaluation of pilot program with recommendations for district adoption

This final evaluation will be a summary of the previous two evaluations plus additional information gained during the third year of the pilot. Special attention should be given to effectiveness of interagency planning and implementation of a specific program. At this time it may be possible not only to make recommendations for the continuation of the program for early childhood education, but to make further recommendations for effective interagency involvement in the gross product of education.

Activity 14.33
Spring 1977

District supports adoption of comprehensive community-wide program of early childhood education

The responsibility for this adoption lies with the Board of Education as far as the public schools are concerned. However, the Board of Education must share this responsibility with the other community agencies involved. In order for the adoption of this program to be effective, the Board of Education must commit itself to continued cooperative action with other community agencies and their respective efforts be continually coordinated through the Citizens Advisory Board for Early Childhood Education.


1969-70
1970-71
1971-72
1972-73
1973-74
14.0 DEVELOP A COMPREHENSIVE PROGRAM FOR EARLY CHILDHOOD EDUCATION
14.1 ESTABLISH A COMMITTEE TO GUIDE THE DEVELOPMENT OF THE PROGRAM
14.2 INCLUDE REPRESENTATIVES OF: A. KINDERGARTEN B. PRESCHOOL - LOCAL SUPPORT C. PRESCHOOL - COMP. ED. D. ADULT SCHOOL E. HEAD START F. PUBLIC AGENCIES G. PRIVATE AGENCIES H. CHILD CARE CENTERS I. PRIVATE SCHOOLS
14.3 PROVIDE BUDGET ALLOCATION FOR COMMITTEE OPERATION
14.4 CONDUCT A COMPREHENSIVE TWO YEAR STUDY OF PRESENT EARLY CHILDHOOD EDUCATION PROGRAMS
14.5 PREPARE OBJECTIVES TO BE ACHIEVED BY CHILDREN
14.6 PREPARE OBJECTIVES TO BE ACHIEVED BY PARENTS
14.7 EXAMINE PRESENT PROGRAMS
14.8 INCLUDE ALL PROGRAMS RELATED TO EARLY CHILDHOOD EDUCATION, PUBLIC, PRIVATE, SCHOOL, AND OTHER AGENCIES
14.9 RELATE ACHIEVEMENT OF PRESENT PROGRAMS TO IDENTIFY OBJECTIVES
14.10 PUBLISH A COMPLETE REPORT ON EARLY CHILDHOOD EDUCATION IN FRESNO
14.11 INITIATE A SEARCH FOR FUNDING TO IMPLEMENT EARLY CHILDHOOD EDUCATION PROGRAM
14.12 ESTABLISH AND MAINTAIN A CITIZENS BOARD TO MONITOR EARLY CHILDHOOD EDUCATION
14.13 IDENTIFY CURRENT LEGAL CONSTRAINTS
14.14 PREPARE AN INITIAL DESIGN FOR A COMPREHENSIVE PROGRAM FOR EARLY CHILDHOOD EDUCATION
14.15 PROVIDE FOR ACHIEVEMENT OF OBJECTIVES RELATED TO: A. CHILDS MENTAL DEVELOPMENT B. CHILDS PHYSICAL DEVELOPMENT C. CHILDS SOCIAL DEVELOPMENT D. PARENT INVOLVEMENT E. PROGRAM AWARENESS
14.16 PROVIDE FOR FULL UTILIZATION OF ALL COMMUNITY RESOURCES
14.17 SEEK LEGISLATION TO PROVIDE FUNDING
14.18 SEEK ENABLING LEGISLATION TO PROVIDE APPROPRIATE AGENCY RESPONSIBILITY
14.19 COMPLETE PLAN FOR PILOT PROGRAM INCLUDING OBJECTIVES, IMPLEMENTATION, AND EVALUATION MECHANISMS
14.20 PUBLISH, PLAN AND INITIATE PROGRAM OF PARENT AWARENESS
14.21 INITIATE IN-SERVICE EDUCATION PROGRAM FOR STAFF TO BE INVOLVED IN PILOT
14.22 CONSTRUCT SATELLITE NEIGHBORHOOD SCHOOLS
1974-75
1975-76
1976-77
ESTABLISH AND MAINTAIN A CITIZENS BOARD TO MONITOR EARLY CHILDHOOD EDUCATION — CONTINUED
14.23 IMPLEMENT PILOT PROGRAM OBSERVING CURRENT LEGAL AND FINANCIAL CONSTRAINTS
14.24 EVALUATE PILOT PROGRAM
14.25 MAKE APPROPRIATE PROGRAM MODIFICATIONS
14.26 CONSIDER DATA FROM DISTRICT PILOT PROGRAMS RELATING TO SCHOOL ORGANIZATION PATTERNS, EVALUATION TECHNIQUES AND STAFFING PATTERNS
14.27 IMPLEMENT SECOND YEAR OF PILOT PROGRAM
14.28 EVALUATE PILOT PROGRAM
14.29 MAKE APPROPRIATE PROGRAM MODIFICATIONS
14.30 IMPLEMENT THIRD YEAR OF PILOT PROGRAM
14.31 EVALUATE PILOT PROGRAM
14.32 PUBLISH FINAL EVALUATION OF PILOT PROGRAM WITH RECOMMENDATIONS FOR DISTRICT ADOPTION
14.33 DISTRICT SUPPORTS ADOPTION OF COMPREHENSIVE COMMUNITY WIDE PROGRAM OF EARLY CHILDHOOD EDUCATION

ACTIVITY SERIES 14

DEVELOP A COMPREHENSIVE PROGRAM FOR EARLY CHILDHOOD EDUCATION

> "There is no reason why any given concept
> within a conceptual scheme should be
> assigned to a given grade or given age
> level. There is no reason why different
> youngsters cannot be at different concept
> rungs on the conceptual latter."
> -- Paul F. Brandwein

ACTIVITY SERIES 15 ADJUST SCHOOL ORGANIZATION PATTERNS TO FACILITATE CONTINUOUS PROGRESS EDUCATION

Rationale

The prime function of any school system is to provide students the opportunity to learn. Schools are doing this — but they are doing it in a very limited way. "School" is generally a 9:00 a.m. to 3:30 p.m., one hundred and eighty day operation confined within a specific physical space. These time and space constraints have caused the schools to "process" large numbers of students, resulting in an impersonal operation designed to accommodate groups of "typical" or "normal" students rather than individuals, even though it is individuals rather than groups who do the learning.

Professional educators are well aware of the effects of these time and space constraints. Two recent developments in school operation demonstrate this awareness:

1. School facilities are now being designed to increase the space available by developing educational environments that serve individuals rather than groups. The self-contained classroom is giving way to open space.
2. There is a commitment to develop individualized instruction. Just how this is to be done is not yet clear. In the zeal to individualize instruction, some programs have been developed

> that isolate the student and he is required to do alone those same things he used to do as a member of a group. This is only substituting independent activity for group activity while the relevance of the material being presented is still not considered. To be effective, individualized instruction should allow the student to progress through material that he sees as relevant at a rate compatible with his ability. This activity series describes specific steps that can be taken to further reduce the constraints of space and time that limit the student's educational opportunities.

Implementation of this series of activities will achieve the following goals:

1. Each student will follow a unique education program designed by himself in cooperation with the school staff and parent.
2. The individual student may initiate, pursue, and complete a sequence of educational activities in a time frame compatible with his ability.
3. The student can set educational goals for himself, goals that he can achieve.
4. Student and teacher contact occur when they are needed rather by the mandate of a calendar or clock.
5. The student fully utilizes all community resources, both on and off campus.
6. All students receive a realistic view of the world of work.
7. All students participate in community service activities.

8. All students are exposed to communities or neighborhoods different from their own.
9. Students attend school (the physical plant) to receive services or perform activities that cannot done as well elsewhere.
10. School staff is available fourteen hours a day, twelve months per year to provide educational services.
11. Student vacations can coincide with parental vacations.
12. School supervised instructional activities may be accommodated concurrently with vacations.
13. All educational activities, both public and private, are monitored so the student realizes the greatest benefit.
14. Teachers function as responsible members of the adult community as they serve the needs of students.

Activity 15.1 Make a decision to develop a program of continuous progress education for all students, pre-school through adult

Fall 1969

This decision is the responsibility of the Board of Education. It should be based upon the Master Plan recommendations with considerations of what is happening in schools today and perceived needs for education in the future. It becomes increasing clear that our societal structure is not equipped to constructively deal with the "dropout". The school program must be a "stay-in" program and must be modified so that all students find school experiences such that they want to "stay-in". This decision by the board will give the schools the responsibility to design programs to meet the needs of all individual students, not just groups of students.

Activity 15.2
Fall 1969

Make a decision to modify school organization patterns

This is the responsibility of the Board of Education. The general direction in which modifications will proceed is to establish non-graded schools. Elementary schools will concentrate on building basic communication skills, middle schools will have an exploratory function in addition to continuing skill development, junior high schools (9th grade) will emphasize guidance and program development to be followed in the senior high schools. The student in the senior high experiences personal contact with the community and the world of work as an integral part of his personally designed educational program.

Activity 15.3
Beginning 1969
Continuing

Initiate an appropriate ongoing in-service education program for total school staff

This is the responsibility of the superintendent. Specific in-service education programs to be implemented relate to objective development, staff utilization, curriculum development and space utilization as described in greater detail in Activities 1.0, 2.7, 7.5, 8.0, 11.6 and 19.0.

Activity 15.4
School Year
1970-71

Develop specific behavioral objectives to be achieved by students

It is the responsibility of teachers to actually produce the objective statements while selected school administrators will be responsible for seeing that the teachers are given the opportunity to produce them. These objectives are essential for defining in specific terms:

1. What will be done?
2. How much or to what degree?
3. By whom?
4. When or within what time period?
5. Where and under what conditions?
6. For whom or to whom?
7. How success or failure will be measured?

In writing the objectives, and the criteria needed to fully define them, constraints imposed by present school facilities should not be considered. It must be constantly borne in mind that objectives point to needs, whether or not any given objective will be met in school. It is essential that persons preparing objectives be aware of the total of all resources i.e., time, personnel and materials available within the community. Staff preparing objectives must broaden their vision of the potential which can be achieved. Conversely, the absence of resources should not serve as a constraint in objective development (Activity Series 1.0).

Activity 15.5
School Year
1970-71

Make preparation for separating grade nine from grades seven and eight

This activity is the responsibility of the superintendent. It is recommended that separate ninth grade schools be established with curriculum and program oriented towards in-depth guidance and counseling for students prior to their entry into high school.

As the typical child develops socially and intellectually, the ninth grade school year is perhaps the most difficult. The ninth grade student, who is past or in late puberty, has become aware of himself, his physical capacity, his social setting, and looks toward his developing maturity with mixed feelings of anticipation and apprehension.

His position in a junior high school tends to compound his personal problem. He is not quite ready to compete in a senior high school environment, although he tends to identify with students in the ten through twelve grade level rather than the younger students in grades seven and eight. The presence of these more mature students on the junior high school campus forces an expression of premature sophistication by seventh and eighth grade students. Teachers and administrators in a junior high school will verify the gross physical and social differences between typical seventh and ninth grade students and will attest to the problems created by their attendance at a single school. Ninth grade schools have been instituted in other school districts, both in and out of California. Two general reasons caused their formation, either effective space utilization or a need to achieve ethnic balance. Project Design contacted three of these districts. Redding, California had to find a way to utilize a large secondary facility that they inherited from a junior college district; Grants Pass, Oregon had to add to their secondary facilities, but could not afford an entire senior high school; and Midland, Texas had to desegregate their schools due to pressure from the Department of Health, Education and Welfare and, because of a local court order, to take action at once.

In each case, when the district established a ninth school, for whatever reason, they have chosen to maintain the school as a ninth grade school because of the educational benefits received. When asked the question, "Would you establish a separate ninth grade school if there were no extraordinary circumstances?", the answer was an unqualified yes in every case. When asked, "if you had to place your ninth grade with another level, would it be eighth or tenth grade?", two replied that ninth grade is better with tenth and one replied emphatically that they should not be with tenth, but was hesitant to say place them with eigth.

The advantages of the ninth grade school were generally given as social adjustment, curriculum development, cultural integration and student activities. The latter received the major attention of all three schools contacted, particularly in regard to the number of ninth grade students allowed to participate in activities compared to the number of ninth grade students that can participate in such activities in the four year high school. Uniformly these districts felt that the benefits gained far exceed the obvious disadvantages of moving students into and out of a school within a single year. Specific items to be considered in this activity are:

1. Select schools for ninth graders use. Consideration should be given to gymnasium facilities and required transportation of students. Project Design has made a preliminary investigation which is illustrated on the following page.
2. Curriculum modifications should be planned cooperatively with junior high school teachers and the guidance department.
3. Staff for the ninth grade schools should be selected so that they may be oriented to the program.

SELECTED SCHOOLS FOR NINTH GRADE

Alternate	1	2	3	4
Ninth Grade Schools	Ft. Miller Sierra Kings Canyon Tehipite	Wawona Hamilton Sierra Tehipite	Wawona Hamilton Sequoia Yosemite	Ft. Miller Hamilton Sequoia Yosemite
9th Grade Students Transported	2,000	1,750	1,950	2,130
7th and 8th Grade Students Transported	950	800	900	1,270
Total Students Transported	2,950	2,550	2,850	3,400
Total Students Presently Transported	1,485	1,485	1,485	1,485
Increase in Students Trasnported	1,465	1,065	1,365	1,915
Increase in Percentage of Students Transported	11.6 - 23.0	11.6 - 19.9	11.6 - 22.2	11.6 - 26.8

Note 1 - The current number of pupils transported does not include 1969-1971 increases from growth or implementation of short range proposals for comparison with intermediate proposals transportation requirements.

Note 2 - This means that transportation of 1,485 at present would be increased to a minimum of 2,550 students of the total of 12,800, less the factors in Note 1, for an added cost of $63,900 (@ $60/unit). The proportion of junior high students transported would rise from 11.6% to 19.9%.

4. Parents of students who will be in the initial ninth grade beginning Fall 1971 should receive information concerning program advantages and methods of implementation.
5. Specific arrangements should be made for transporting the students. This will involve some transportation alternates for seventh and eighth students who will displaced from those schools selected as ninth grade schools.

Activity 15.6
School Year
1971-72

Increase scope of present work-study activities

This activity is the responsibility of the senior high staff, particularly guidance personnel. A major emphasis throughout this activity series is a wider use of community facilities in the education process. This increase in work-study activity can be accomplished in two ways. The most expedient method would be to develop off-campus opportunities for students to view fellow citizens participating in their respective occupations. This could be done by taking entire classes or groups to large commercial or governmental operations that have facilities for handling such numbers. It could also be done by providing opportunities for smaller groups of students to visit smaller commercial and public enterprises. In essence it would mean a broad-based field trip operation. A better way to accomplish this activity would be to expand the present work-study program in which the student actually participates in the world of work. This activity would require close cooperation with local business and industry. The school would need personnel who had the sole responsibility of supervising this program. It is indicated that this activity should continue to be expanded to the point where every secondary student, regardless of economic background or future education plans, becomes an active participant in a work-study program, (Activity 17.0).

Activity 15.7
School Year
1971-72

Design, cooperatively with both student and parent, an individualized program of educational activity for each student

In designing programs for students the teachers should:

1. Determine from data available the areas where the student is most proficient and the areas where additional work should be done to achieve standards established for that particular student according to age and grade placement.
2. Describe in detail, to both student and parent, what district standards are and how they relate to the student's future.
3. Determine with student and parent together exactly what are the short term, intermediate and long-range educational goals for the student.
4. Provide the student and parent with alternative

opportunities to meet the student's goals.

5. Arrange for regular meetings of student and parent at school for the purpose of monitoring the student's progress.
6. Arrange for meetings with counselors or other teachers for additional planning as the need arises.
7. Determine what other educational experiences the student is having so that school and non-school educational activities are compatible.
8. Arrange a time schedule agreeable to both student and parent for completing specific activities related to achieving short and intermediate range goals.
9. Describe for both student and parent what resources the student will have available in implementing his program. These resources include time, personnel, physical facilities and specific curricular materials. The teacher should also describe additional helpful resources that the school cannot directly provide such as the zoo, public library, field experiences, etc.

In designing programs for students the parents should:

1. Arrange a specific time schedule with the teacher for the purpose of monitoring the student's progress.

2. Make positive suggestions as to activities the student finds particularly meaningful.
3. Make the teacher aware of any unique materials or opportunities that will assist in achieving the student's goals.
4. Inform the teacher of the student's individual and personal response to previous educational activities.

In designing the program the student should:

1. Define his educational goals as he sees them at that time, with the full realization that they may change.
2. Select activities that will assist in reaching the goals.
3. Commit himself to the time for completion of activities.

The individual program designed in this fashion does not have to be structured around a limited school calendar. Each activity should be scheduled appropriately for its completion. Participation in competitive football would of course be dictated by the football season. Participation in orchestra would be an ongoing operation, while other items such as courses in science would vary in time depending on the depth of subject, objectives selected and the students ability. Younger children should select activities with shorter time commitments. The emphasis should be on decision making and successful completion of self-defined goals. This activity is further described in Activity 7.20.

Activity 15.8
School Year
1971-72

Make plans for fully utilizing speciality instructional opportunity in high schools

This activity is the responsibility of the superintendent. It is to allow full utilization of the in-depth guidance and counseling available at the junior high (Grade 9) and will provide the most appropriate school environment for following any educational program. This activity is developed in more detail in Activity Series 19.0.

Activity 15.9
School Year
1971-72

Operate schools in this pattern:

Senior High School - grades 10 - 12
Junior High School - grade 9 only
Middle School - grades 7 - 8
Elementary School - grades K - 6

This activity is the responsibility of the superintendent. It will accommodate the curricular modification proposed and be compatible with all proposed pilot programs such as Activities 2.0, 7.0, 14.0 and 19.0. This school organization pattern can be accommodated in our present facilities. This pattern is a logical predecessor to the non-graded continuous progress patten described in more detail in Activity 15.24. At this point in the development of this activity series the students are still identified by grade level, i.e., K - 12.

Activity 15.10
School Year
1972-73

Identify community resources, other than school facilities, that can be used in achieving educational objectives

Monitoring this activity is the responsibility of the superintendent. Actually implementing it is a total community project. How it is to be accomplished is described in detail in Activities 4.0 and 5.0. In addition to these activities, much information will be gained from the individual parent contacts described in Activities 7.20 and 15.7. Many of these resources are already known, i.e., public library, zoo, junior museum etc. However, specific plans for utilizing them as an integral part of an educational program is frequently lacking in areas other than pre-school. Literally every acceptable human venture in the community offers an educational experience opportunity. As the resources are identified, their potential use should also be described. The following are offered as illustrations of what is possible in this regard.

Illustration 1. A non-profit community service agency.

The YMCA offers many experiences for young people that are clearly educational. A child who regularly participates in a judo class will be involved in an activity that closely parallels parts of the school PE program. A child participating in such an activity on a regular basis could be credited for meeting a portion of the district's requirement for participation in a PE Program. Such credit recognizes the educational value of the program for the student. It also relieves the pressure on the school's PE facilities making them more available for students who do not have this other experience.

Illustration 2. A non-profit private organization.

The Junior Philharmonic orchestra offers an ongoing program of outstanding instruction in instrumental music. Students participating in such a program are realizing a direct educational benefit and the schools could easily monitor and credit the student's participation in this activity.

Illustration 3. A profit-making private organization.

This resource is currently being used in the present limited work-study program and could be greatly expanded. A realistic appraisal of many students' goals, particularly at the secondary level, is to make money. For such students the achievment of this immediate goal is of such paramount interest that other long-range educational goals are not seriously considered by the student. These students are capable and willing to work. The schools should recognize their interests and monitor their activities in such a way that the students' short and long range goals can be accomplished.

Activity 15.11
School Year
1972-73

Implement individually designed student programs, selecting the most appropriate facility for secondary students

This activity is sequential to Activity 15.7 and is implemented in the organization pattern described in Activity 15.9.

Activity 15.12
School Year
1972-73

Complete plans for more effective use of time, particularly at the secondary level, with emphasis on teacher availability to student and parent

This is the responsibility of the individual school administrator. It involves making time available for individual teachers and counselors to meet with parents and students. Some decisions in this direction have already been taken in Fresno and other districts in adopting "modular scheduling". However, "modular scheduling" as such does not fully meet the need. Actual time requirements will vary with the nature of the community. In high socio-economic areas, teacher-student-parent contact can readily be accomplished, but in low SES areas where there are gross economic and cultural gaps between school personnel and the neighborhood, such contacts are more difficult. To make the appropriate time available, individual teacher time responsibilities will have to be designed in such a way that they are available on an individual basis. This can be done and has been done at the pre-school level by using teachers, teams and instructional aides.

Activity 15.13
School Year
1972-73

Provide resources that facilitate teacher-student-parent contacts

This is the responsibility of the district administration. The current building program is accomplishing this by providing resource centers and specific teacher areas that are accessible to parents and students where actual classroom activities will not be disturbed. Attention should be given to providing teachers with telephone service that will enable them to easily contact parents or other personnel with both incoming and outgoing calls.

Activity 15.14
School Year
1973-74

Plan student exchange as an integral part of student program

This is the responsibility of the superintendent. This aspect of education should be greatly expanded. Rapid transportation has broken the barriers of distance that used to separate people physically. Television has broken the barrier that used to separate people economically. In today's culture we are literally the next door neighbor of people in other lands and the poor are "constantly looking" into the homes of the affluent. We can no longer allow a lack of understanding between these different sets. The best way of achieving understanding is to arrange associations of people with groups different from their own.

A program of student exchange is needed. This program should be designed to operate at the following levels:

1. Within the community - the Hoover-Edison exchange of students illustrates possibilities here.
2. Within a state - Cherry Creek High School near Denver, Colorado exchanges students with nearby Indian reservations.
3. Within the country. Present group travel experiences indicate efforts along this line but they are not really exchanges in that students go only one way and for a very limited period of time.
4. International exchange. Non-profit organizations such as The American Field Service and Youth for Understanding are implementing programs in this area on a very limited basis. Cost alone prevents many students from having these opportunities.

Specific plans in this activity should provide for increasing both the geographical scope and numbers of students involved in exchange programs. The plans should be developed in such a way that every student is an exchange student at some level, either local, state, national or international.

Activity 15.15
School Year
1973-74

Develop programs of student participation in community service

This is the responsibility of the superintendent to be done in cooperation with all community service agencies, both public and private. This activity is planned to complement the experiences students gain by being active in the world of work (Activity 15.6). The plan should include the mechanism by which every student, prior to high school graduation, will have served as a worker in some community service. An indication of these types of activity is indicated by voluntary teen service during the summer and the candy-striper program. Careful planning for this activity will benefit both the student who receives experience and the community that receives the service. The plan should allow the student to participate at a time when the service is needed, not necessarily a time chosen for school operational convenience.

Activity 15.16
School Year
1973-74

Increase use of off-campus community facilities in educational programs

This activity is the responsibility of the teacher working with the parent in designing programs. It will come about as the opportunities developed in Activities 15.6, 15.7, 15.10 and 15.12 are fully utilized. This means an increase in the monitoring of educational experience and a decrease in the traditional "teaching" type activity. As this activity is implemented, those funtions that are school and those that are non-school will lose much of their present separate identification. This is a significant step toward developing human resources by utilizing the total community resources.

Activity 15.17
School Year
1973-74

Adopt flexible time scheduling at the secondary level and variable school-time relationships at elementary to accommodate individual educational programs

This is the implementation of plans developed in Activity 15.12.

Activity 15.18
School Year
1973-74

Complete plans for middle school that include grade 6

This activity is the responsibility of the superintendent. It is a continuation of Activity 15.5 in which curriculum modifications were made for grades 7 and 8. It involves extending the broader community experiences to grade 6 students. At this time consideration should be given to discontinue or reduce emphasis of grade designations 6, 7 and 8. The middle school should be ungraded to encourage students to progress at their own rate. There are two alternatives to be considered in regard to housing these 6th grade students. One, abandon the separate ninth grade school and move 9th grade students onto the senior high facilities, making each school that is now a junior high school into a middle school for grades 6, 7 and 8. This will crowd the senior high facilities in 1975-76 when these plans are to be implemented. However, this overlaod would be offset by a wider use of total community facilities and better use of time reducing the actual number of students presente at the senior high in grades 10 - 12 as the follow their individual programs.

The alternative would be to plan to house 6th grade students in the same schools as 7th and 8th grade students. While maintaining the ninth grade in a separate school. This is possible by modifying present finger-wing self-contained classroom buildings into open space facilities. By this time the district will have had considerable experience in using open space facilities. Whatever the choice, it should be made during this year, 1973-74, so that any necessary modifications in facilities can be made the following year, 1974-75, in order that the decision may be implemented in 1975-76. It is anticipated that by 1975-76 there will be a signigicant need for additional facilities at the elementary level to house the expanded early childhood education program (Activity 14.0).

Activity 15.19
School Year
1974-75

Initiate pilot program of early childhood education

This activity is fully described in Activity Series 14.0 It is shown in this series as an idication of the increasing use of the available school facilities.

Activity 15.20

School Year

1974-75

Consider time as a resource in addition to objectives and facilities when designing individual student programs

This is the responsibility of the teacher. At this point traditional time constraints of 6 hours per day and 5 days per week should be modified. In the designing of a program the most appropriate time for objective achievement should be identified as school time. For example, it is possible that a child who is enrolled in an age group swimming activity every night from 8 to 9 could count this as a part of a PE program. The schools responsibility then becomes that of monitoring rather than fully implementing. The individually designed programs should be based on using time as a convenience rather than a constraint. An example would be making the school available evenings or weekends for groups of students to observe together, then to discuss the meaning, of irregular but significant events, such as the first moon landing. Time schedules in individual student programs should have certain fixed points when specific testing and prescribing is done. The student must make a commitment to finish by a certain time any activity monitored by the school. However, between these fixed points there should be flexibility. The amount of flexibility in the program would depend on the maturity and previous experience in using time as a resource.

Activity 15.21
School Year
1974-75

Open school for educational activities every day 7:00 a.m. until 10:00 p.m., 6 days per week, 52 weeks per year, except holidays

This is the responsibility of the superintendent. This activity achieves two major goals. One, it removes the time constraint when designing educational programs. Individual teacher programs should be designed to provide some staff in the facility at all times. This makes the school available to the parent who cannot get to the school during the day-time hours. Teachers will have to establish office hours and make themselves available. This will encourage the development and operation of adult classes when and where need for these classes exists. The second goal is maximum use of facilities. At the present time, school facilities are designed large enough to accommodate all students simultaneously. This presents a problem of limited space per student when they are present and leaves empty buildings when they are not there. A concurrent problem is traffic congestion around the secondary schools as the entire student body attempts to enter and leave the school together. As continuous progress education is encouraged for students,

continuous use of staff and facilities should be made. This activity does not indicate a change in the obligation of any staff to perform services.
It does indicate a change in the time periods in which services would be performed.

Activity 15.22
School Year
1974-75

Modify space at existing 7th and 8th grade schools to accommodate grade 6

This is the implementation of plans developed in Activity 15.18. It involves modification at either the present junior high or senior high facilities. The extent of the modification will depend upon how effective the increased use of time and physical facilities other than school buildings has been in reducing the numbers of students on a campus at a specified time.

Activity 15.23
School Year
1975-76

Realize full utilization of available resources in prescribing and implementing educational programs designed specifically to meet identified student needs as perceived cooperatively by student, parent and teacher

Activity 15.24

School Year

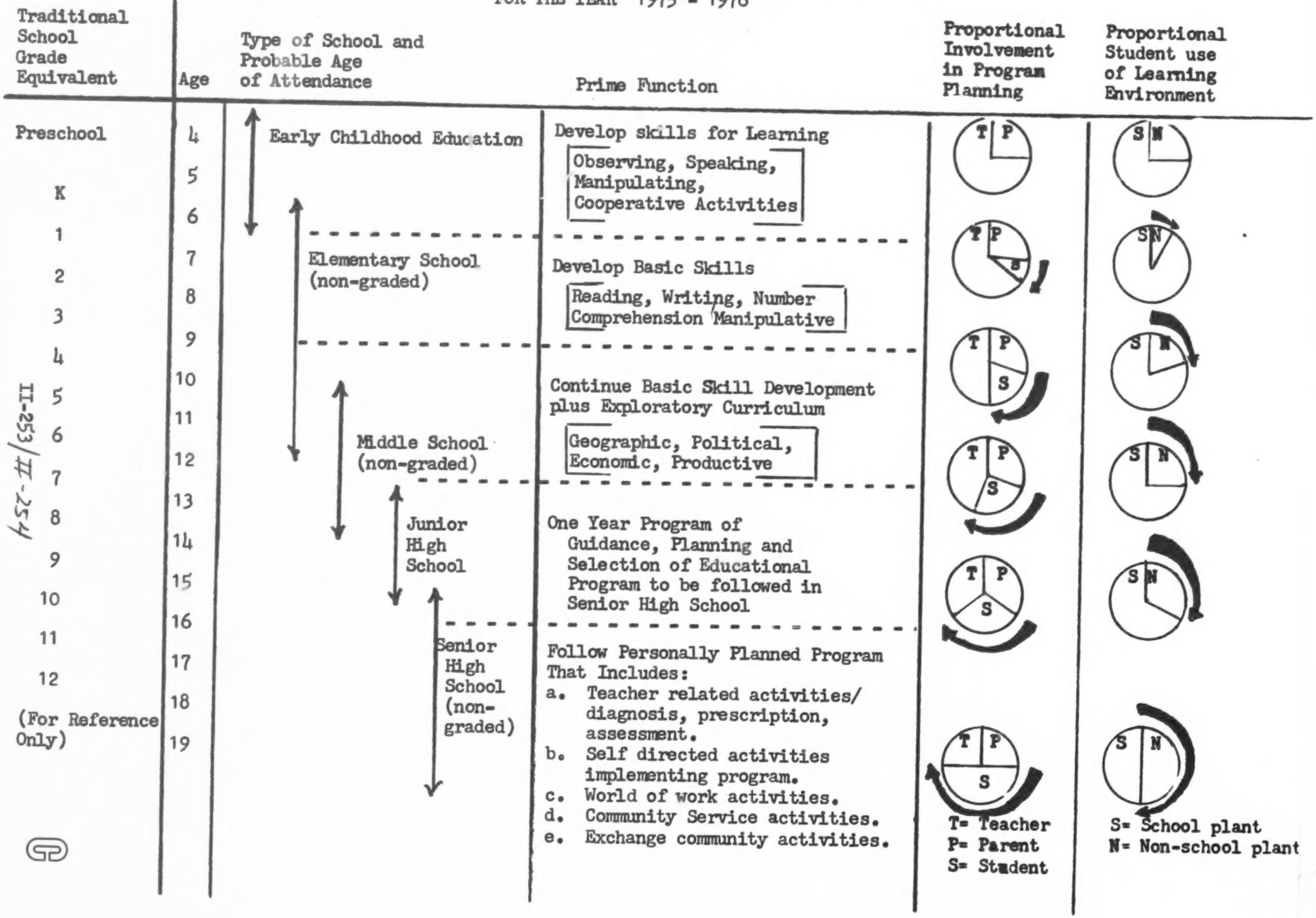
1975-76

Operate this pattern of non-graded schools

Senior High	Ages	15 - 19
Junior High	"	13 - 15
Middle School	"	10 - 14
Elementary School	"	6 - 12
Early Childhood	"	3 - 7

The relationships of Activities 15.23 and 15.24 are illustrated on the following chart. Factors of age, physical development, achievement of minimum standards, and need for specific facilities would indicate where a student moves from one school to the next.

SCHOOL ORGANIZATION PATTERNS
FOR THE YEAR 1975 - 1976



Traditional School Grade Equivalent

Age

Type of School and Probable Age of Attendance

Prime Function

Proportional Involvement in Program Planning

Proportional Student use of Learning Environment

Preschool
K
1
2
3
4
5
6
7
8
9
10
11
12
(For Reference Only)

4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19

Early Childhood Education

Elementary School (non-graded)

Middle School (non-graded)

Junior High School

Senior High School (non-graded)

Develop skills for Learning

Observing, Speaking,
Manipulating,
Cooperative Activities

Develop Basic Skills

Reading, Writing, Number
Comprehension Manipulative

Continue Basic Skill Development plus Exploratory Curriculum

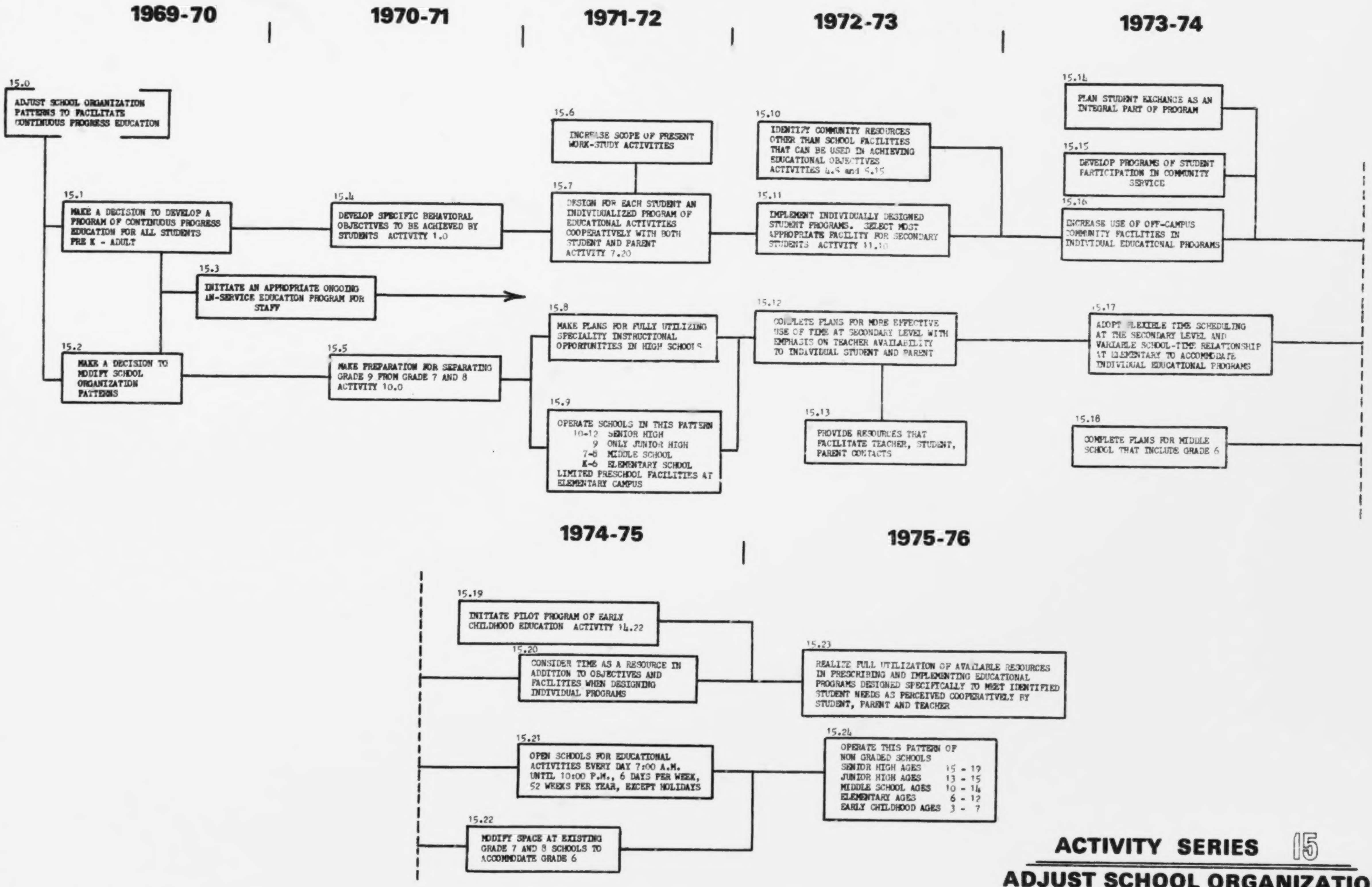
Geographic, Political,
Economic, Productive

One Year Program of Guidance, Planning and Selection of Educational Program to be followed in Senior High School

Follow Personally Planned Program That Includes:
a. Teacher related activities/ diagnosis, prescription, assessment.
b. Self directed activities implementing program.
c. World of work activities.
d. Community Service activities.
e. Exchange community activities.

T= Teacher
P= Parent
S= Student

S= School plant
N= Non-school plant


1969-70
1970-71
1971-72
1972-73
1973-74
15.0 ADJUST SCHOOL ORGANIZATION PATTERNS TO FACILITATE CONTINUOUS PROGRESS EDUCATION
15.1 MAKE A DECISION TO DEVELOP A PROGRAM OF CONTINUOUS PROGRESS EDUCATION FOR ALL STUDENTS PRE K - ADULT
15.2 MAKE A DECISION TO MODIFY SCHOOL ORGANIZATION PATTERNS
15.3 INITIATE AN APPROPRIATE ONGOING IN-SERVICE EDUCATION PROGRAM FOR STAFF
15.4 DEVELOP SPECIFIC BEHAVIORAL OBJECTIVES TO BE ACHIEVED BY STUDENTS ACTIVITY 1.0
15.5 MAKE PREPARATION FOR SEPARATING GRADE 9 FROM GRADE 7 AND 8 ACTIVITY 10.0
15.6 INCREASE SCOPE OF PRESENT WORK-STUDY ACTIVITIES
15.7 DESIGN FOR EACH STUDENT AN INDIVIDUALIZED PROGRAM OF EDUCATIONAL ACTIVITIES COOPERATIVELY WITH BOTH STUDENT AND PARENT ACTIVITY 7.20
15.8 MAKE PLANS FOR FULLY UTILIZING SPECIALITY INSTRUCTIONAL OPPORTUNITIES IN HIGH SCHOOLS
15.9 OPERATE SCHOOLS IN THIS PATTERN
10-12 SENIOR HIGH
9 ONLY JUNIOR HIGH
7-8 MIDDLE SCHOOL
K-6 ELEMENTARY SCHOOL
LIMITED PRESCHOOL FACILITIES AT ELEMENTARY CAMPUS
15.10 IDENTIFY COMMUNITY RESOURCES OTHER THAN SCHOOL FACILITIES THAT CAN BE USED IN ACHIEVING EDUCATIONAL OBJECTIVES ACTIVITIES 4.5 and 5.15
15.11 IMPLEMENT INDIVIDUALLY DESIGNED STUDENT PROGRAMS. SELECT MOST APPROPRIATE FACILITY FOR SECONDARY STUDENTS ACTIVITY 11.10
15.12 COMPLETE PLANS FOR MORE EFFECTIVE USE OF TIME AT SECONDARY LEVEL WITH EMPHASIS ON TEACHER AVAILABILITY TO INDIVIDUAL STUDENT AND PARENT
15.13 PROVIDE RESOURCES THAT FACILITATE TEACHER, STUDENT, PARENT CONTACTS
15.14 PLAN STUDENT EXCHANGE AS AN INTEGRAL PART OF PROGRAM
15.15 DEVELOP PROGRAMS OF STUDENT PARTICIPATION IN COMMUNITY SERVICE
15.16 INCREASE USE OF OFF-CAMPUS COMMUNITY FACILITIES IN INDIVIDUAL EDUCATIONAL PROGRAMS
15.17 ADOPT FLEXIBLE TIME SCHEDULING AT THE SECONDARY LEVEL AND VARIABLE SCHOOL-TIME RELATIONSHIP AT ELEMENTARY TO ACCOMMODATE INDIVIDUAL EDUCATIONAL PROGRAMS
15.18 COMPLETE PLANS FOR MIDDLE SCHOOL THAT INCLUDE GRADE 6
1974-75
1975-76
15.19 INITIATE PILOT PROGRAM OF EARLY CHILDHOOD EDUCATION ACTIVITY 14.22
15.20 CONSIDER TIME AS A RESOURCE IN ADDITION TO OBJECTIVES AND FACILITIES WHEN DESIGNING INDIVIDUAL PROGRAMS
15.21 OPEN SCHOOLS FOR EDUCATIONAL ACTIVITIES EVERY DAY 7:00 A.M. UNTIL 10:00 P.M., 6 DAYS PER WEEK, 52 WEEKS PER YEAR, EXCEPT HOLIDAYS
15.22 MODIFY SPACE AT EXISTING GRADE 7 AND 8 SCHOOLS TO ACCOMMODATE GRADE 6
15.23 REALIZE FULL UTILIZATION OF AVAILABLE RESOURCES IN PRESCRIBING AND IMPLEMENTING EDUCATIONAL PROGRAMS DESIGNED SPECIFICALLY TO MEET IDENTIFIED STUDENT NEEDS AS PERCEIVED COOPERATIVELY BY STUDENT, PARENT AND TEACHER
15.24 OPERATE THIS PATTERN OF NON GRADED SCHOOLS
SENIOR HIGH AGES 15 - 19
JUNIOR HIGH AGES 13 - 15
MIDDLE SCHOOL AGES 10 - 14
ELEMENTARY AGES 6 - 12
EARLY CHILDHOOD AGES 3 - 7

ACTIVITY SERIES 15

ADJUST SCHOOL ORGANIZATION PATTERNS TO FACILITATE CONTINUOUS PROGRESS EDUCATION

"Innovation and change in education must be designed as an open-ended refinement cycle, as continuous as the learning process itself. In fact, educators must learn to be comfortable with uncertainty, for in many areas little certainty exists."
-- Don De Lay
Task Force Report 1968

ACTIVITY SERIES 16 EXPAND RESEARCH AND DEVELOPMENT SERVICES

Rationale

The public schools of Fresno should serve the educational needs of Fresno citizens, both young and old. Rapid changes in social, economic and cultural aspects of the community require appropriate change in school programs as current needs shift. The school district needs a specific operational plan for discerning what changes are needed and then implementing them. This involves three major steps. First, the present program should be clearly defined by means of well-stated educational and management objectives, as recommended in Activity Series 1. Next, there should be continual evaluation of the program to determine how well the objectives are being achieved and how relevant the stated objectives are to real community needs. Activity Series 9 is primarily concerned with the development of effective evaluation instruments. The third major activity involves the maintenance of adopted planning programs, while, at the same time, accommodating orderly modification of the program by adding or deleting specific objectives according to need. This activity series addresses itself to the third major need, the maintenance of a dynamic master plan of education, one that can accommodate community needs by means of planned systems to implement needed changes.

Activity 16.1
Fall 1969

Monitor education master plan as developed by Project Design

This is the responsibility of the Board of Education. Fresno has the unique opportunity of implementing a comprehensive master plan of education. This plan includes long-range goals related to the perceived needs in the year "2000". These goals were described in Master Plan Volume B as a series of configurations related to the total community responsibility for educating its citizens, and specifically to the role of the public schools in achieving these goals. In addition, the plan includes twenty-one series of specific activities, to be accomplished, beginning in the Fall of 1969, over a seven year period toward these long-range goals. This master plan is written in such a way that each activity series is largly independent of any other, but is interfaced in such a way that when two or more series are inititated they complement each other. Some of the specific activities in the master plan have already been initiated by the district and the master plan indicates how activities sequential to them can best be incorporated into district functions. The success, failures and limitations of each activity implemented should be recorded as a specific aid in the major evaluations of the master plan proposed as Activity 16.19 for the year 1974-75.

Activity 16.2
Fall 1969

Develop uniform procedures for pupil, personnel and program evaluation

This activity should be initiated at once. Only through effective evaluation of the present achievement can the need for a change be determined. This activity is described in greater detail in Activity Series 9.

Activity 16.3
Fall 1969

Provide educational data processing services for planning and other essential management functions

The district now has the facilities for this activity. At this point plans should be made to broaden its utilization in functions other than management and business services.

Activity 16.4
Fall 1969

Develop a strong continuous program of major district problem solving

This is the responsibility of the Board of Education. There should be specific direction given to planning for a permanent division of research and development. District size, coupled with social and economic change, emphazise the need for action in this area.

Planning is a full-time responsibility and cannot be done effectively by those who have a full-time responsibility in managing the existing structure.

Activity 16.5
School Year
1969-70

Review and evaluate developmental plan for electronic data processing services (EDP)

This is the responsibility of superintendent. Proposals such as that submitted by IBM May 16, 1969, and any others should be thoroughly evaluated as to how well they would meet the need for expanded EDP services. This evaluation would have to consider benefits and liabilities of sharing facilities with other agencies in regard to time of access, proportional use, and fiscal commitment. Particular concern should be given to the utilization of EDP as an instructional tool in business, math and science. As plans are developed for utilizing specialty instructional opportunities in high schools, (Activity 19.0), this would be a major concern.

Activity 16.6 Publish report on electronic data processing plan

Spring 1970 This is the responsibility of data processing personnel. The report should review present use, immediate future expansion plans and long-range potential for services that could be made available. The report should also include specific information as to the means and costs of the additional services indicated in Activities 16.9 through 16.11. The report should go to the superintendent for consideration in budget development, and to each school so that all district personnel have the opportunity to become aware of the proposed services.

Activity 16.7
Apring 1970

Adopt policy related to centralizing major problem solving

This is the responsibility of the Board of Education. This policy would follow any recommendations made in Activity 16.4.

Activity 16.8
School Year
1970-71

Maintain fiscal accountability services

During this time period there should be a continued effort to relate all disbursement of district funds to specific educational programs. It is realized that until specfic objectives that define programs are available, this can only be done in a very general way. Specific consideration should be given to the eventual utilization of Planning, Programing, Budgeting System (PPBS) as presently indicated by the legislature.

Activity 16.9
School Year
1970-71

Develop a system for storing policies, values and educational objectives

This is the responsibility of the data processing center. Administrative and Board of Education policies are currently available and coded. They are not cross indexed in a way to make them fully usable. Community values are constantly being identified by various agencies and groups. At the present time, other than in Project Design publications, there is no central registry of these identified values. For effective planning it is necessary to have available not only policies, but also the community values these policies are to compliment. Both should be readily available and current so that planners may utilize them. Many problems can be anticipated and avoided by examining present and potential conflicts between values and policies. Without data of this nature the conflicts between values and policies only become evident when problems result. It is then too late to plan specific action that would have avoided the problem. The storage mechanism for policy, value and educational objective data should be designed in such a way that trends of change information is available for anticipating needs that must be met in the future. As this data storage capacity is developed, policies of agencies other than public schools relevant to education should be included. This will enable the district to develop programs in harmony with other educational agencies. The source of this data could be the Council of Fresno Educational Agencies (Activity 17.7).

Activity 16.10
School Year
1970-71

Develop procedures for data input and retrieval for student/objective achievement

This is a joint responsibility of data processing personnel who are responsible for the mechanics and instructional staff who are responsible for clearly identifying what their informational needs are. This activity is dependent on the identification of properly stated educational objectives. Information of this type is needed to enable teachers to assist students and parents in selecting specific objectives for a personalized non-graded educational program. The teacher should be able to receive data about a student's previous accomplishment at any time and it should be up-to-date. The format might be that of an educational balance sheet. It would show what objectives the student has achieved, what objectives he is in process of achieving and what objectives were only partially achieved. The student's record should indicate what staff person is monitoring the various aspects of his program and the time for expected objective achievment. The data input-retrieval system should not be limited to quarter or semester reporting but reports should be available at any time. Plans should be developed to provide print-out facilities at each school for the most effective use of the system.

Activity 16.11
School Year
1970-71

Provide other services as indicated

This activity is included to provide for such things as an expansion of computer assisted instruction and development of specialized programs in math and business. The actual scope of this function would be dependent on need and available district resources.

Activity 16.12
School Year
1970-71

Establish a budget for problem solving

This is the responsibility of the Board of Education. The budget should allow implementation of specific acitivities in problem solving as previously developed in Activity 16.4.

Activity 16.13
School Year
1970-71

Select personnel to monitor problem solving

This is the responsibility of the superintendent. The actual size of staff given this assignment should be small, one staff member and one secretary. However, this person should be given this responsibility alone. This person would only be responsible to the superintendent. He would act on problems referred by the superintendent only. In monitoring the formation of solutions, this person would request, through the superintendent, the necessary assistance to develop specific solutions using task forces of local staff and outside experts. This person would have the additional responsibility of monitoring the policies, values and objective data available as determined in Activity 16.9. This gives him the task of identifying potential problems and reporting regularly to the superintendent. This person would have the responsibility of assisting data processing personnel in determining the exact format for data storage concerning policies and values.

Activity 16.14
School Year
1971-72

Initiate ongoing data bank of policies, values and objectives

This is the implementation of Activities 16.9 and 16.13.

Activity 16.15
School Year
1971-72

Initiate problem solving as an ongoing district function

This is the implementation of plans developed in Activities 16.14, 16.7, 16.12 and 16.13. A detailed description of the problem solving mechanism is given in Part VII, Volume B, of the Educational Master Plan.

Activity 16.16
School Year
1972

Report relationship of achievement of objectives to program cost - Program Planning Budgeting System (PPBS)

This is the responsibility of both the instructional and business divisions of the school system administration. Fiscal data (Activity 16.8) and objective data (Activity 16.9) should be related. The actual relationships asked for, and the mechanics of achieving the relationship, will depend on:

1. The availability of objectives
2. The ability of administration to identify costs with programs
3. The capacity for interpretation in the EDP facility
4. The legislation imperative for such reporting.

Activity 16.17
School Year
1972-73

Record data of individual student achievement of objectives

This is the combined responsibility of EDP personnel and the division of instruction. A decision will have to be made as to what students will have their records kept in this fashion. It may be decided to convert all records to this method or initiate this method for all students regardless of grade level with no interpretation of prior achievement. Another possibility is to initiate this method for all grade one students with traditional methods continuing for those above this grade. It may be decided to utilize the reporting system in only those schools where differentiated staffing and management accountability is being piloted. The degree to which this data can be obtained is also dependent on the availability of objectives (Activity 1.0).

Activity 16.18
School Year
1973-74

Report relationship of student achievement to adopted educational objectives

This is the responsibility of the superintendent. This data, relating student achievement to adopted district objectives, will give the community a factual, quantitative report of what the students are achieving in the schools. This could be the basic data from which an annual report on Gross Product of Education in Fresno is based.

Activity 16.19
School Year
1974-75

Plan major review of educational master plan achievement

The district should plan for a major review of the effects of implementing the master plan of education. The plan should be similar to the one used initially, in developing this Educational Master Plan. This activity is timed to coincide with the final reports of several pilot programs. It is anticipated that community changes will also indicate a need for a major review of the total public school operation. This review will be needed to assist the Board of Education in making major decisions as to the future of education in Fresno, i.e., graded vs. non-graded, continuous progress vs. semester, academic-vocational vs. vocademic, structure and responsibility of school board, degree of utilization of non-school facilities in education, etc.

Activity 16.20
School Year
1974-75

Adopt uniform evaluation procedures

This is the completion of Activity Series 9.0.

Activity 16.21
School Year
1975-76

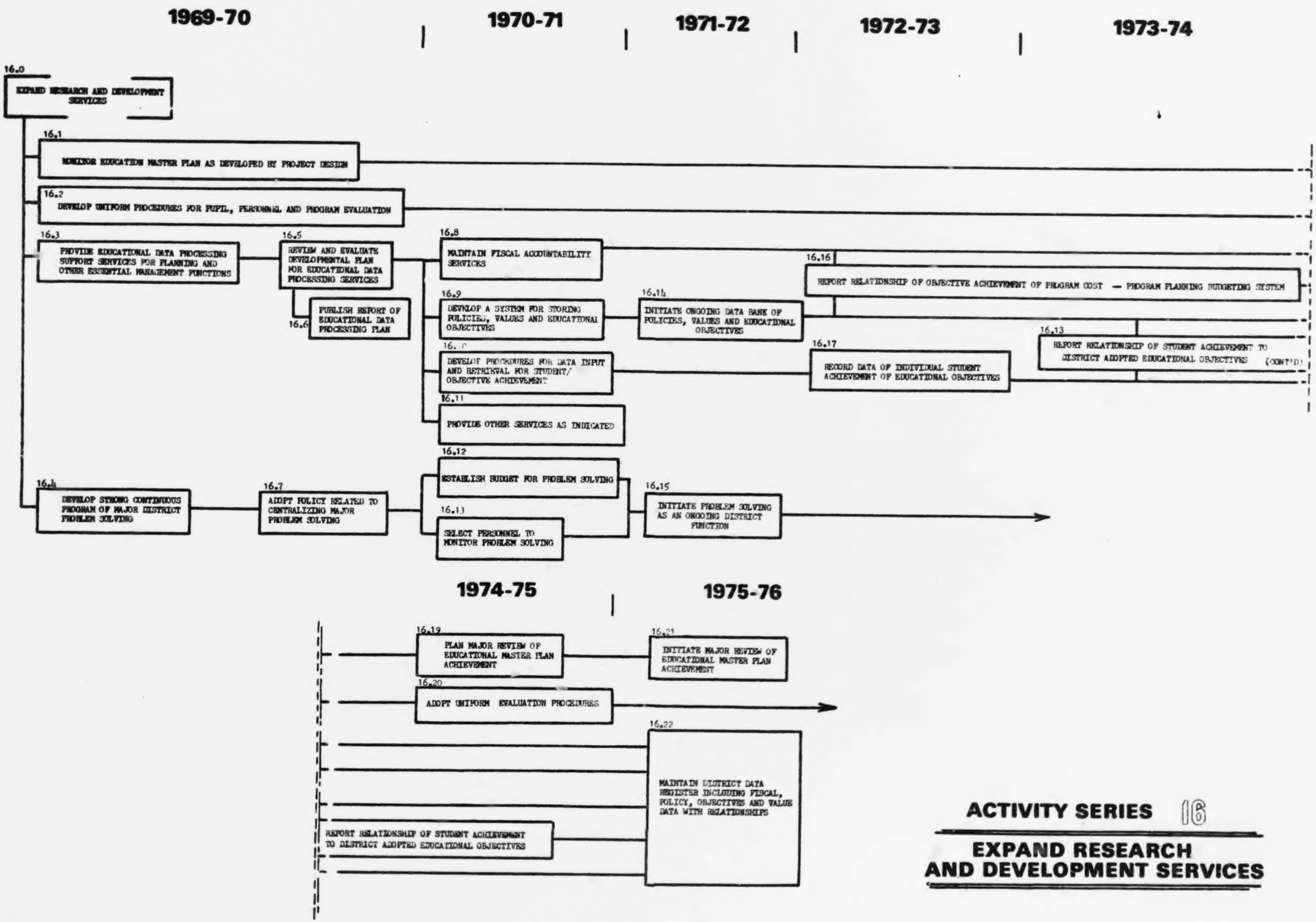
Initiate major review of educational master plan achievement

This is the implementation of the plan developed in Activity 16.19.

Activity 16.22
School Year
1975 --

Maintain district data register including fiscal, policy, value and objective data with relationships

This data register will be contained within the district. The information in it should be classified and indexed in such a fashion that it is compatible with similar data from other agencies. This data should be made available on call to other agencies developing policies or procedures which relate to public schools (Activity 18.0).


1969-70
1970-71
1971-72
1972-73
1973-74
16.0
EXPAND RESEARCH AND DEVELOPMENT SERVICES
16.1
MONITOR EDUCATION MASTER PLAN AS DEVELOPED BY PROJECT DESIGN
16.2
DEVELOP UNIFORM PROCEDURES FOR PUPIL, PERSONNEL AND PROGRAM EVALUATION
16.3
PROVIDE EDUCATIONAL DATA PROCESSING SUPPORT SERVICES FOR PLANNING AND OTHER ESSENTIAL MANAGEMENT FUNCTIONS
16.5
REVIEW AND EVALUATE DEVELOPMENTAL PLAN FOR EDUCATIONAL DATA PROCESSING SERVICES
16.6
PUBLISH REPORT OF EDUCATIONAL DATA PROCESSING PLAN
16.8
MAINTAIN FISCAL ACCOUNTABILITY SERVICES
16.9
DEVELOP A SYSTEM FOR STORING POLICIES, VALUES AND EDUCATIONAL OBJECTIVES
16.10
DEVELOP PROCEDURES FOR DATA INPUT AND RETRIEVAL FOR STUDENT/OBJECTIVE ACHIEVEMENT
16.11
PROVIDE OTHER SERVICES AS INDICATED
16.14
INITIATE ONGOING DATA BANK OF POLICIES, VALUES AND EDUCATIONAL OBJECTIVES
16.16
REPORT RELATIONSHIP OF OBJECTIVE ACHIEVEMENT OF PROGRAM COST — PROGRAM PLANNING BUDGETING SYSTEM
16.17
RECORD DATA OF INDIVIDUAL STUDENT ACHIEVEMENT OF EDUCATIONAL OBJECTIVES
16.13
REPORT RELATIONSHIP OF STUDENT ACHIEVEMENT TO DISTRICT ADOPTED EDUCATIONAL OBJECTIVES (CONT'D)
16.4
DEVELOP STRONG CONTINUOUS PROGRAM OF MAJOR DISTRICT PROBLEM SOLVING
16.7
ADOPT POLICY RELATED TO CENTRALIZING MAJOR PROBLEM SOLVING
16.12
ESTABLISH BUDGET FOR PROBLEM SOLVING
16.13
SELECT PERSONNEL TO MONITOR PROBLEM SOLVING
16.15
INITIATE PROBLEM SOLVING AS AN ONGOING DISTRICT FUNCTION
1974-75
1975-76
16.19
PLAN MAJOR REVIEW OF EDUCATIONAL MASTER PLAN ACHIEVEMENT
16.21
INITIATE MAJOR REVIEW OF EDUCATIONAL MASTER PLAN ACHIEVEMENT
16.20
ADOPT UNIFORM EVALUATION PROCEDURES
16.22
MAINTAIN DISTRICT DATA REGISTER INCLUDING FISCAL, POLICY, OBJECTIVES AND VALUE DATA WITH RELATIONSHIPS
REPORT RELATIONSHIP OF STUDENT ACHIEVEMENT TO DISTRICT ADOPTED EDUCATIONAL OBJECTIVES

ACTIVITY SERIES 16

EXPAND RESEARCH AND DEVELOPMENT SERVICES

> "The city is the teacher of the man."
> -- Plutarch 556-469 BC

ACTIVITY SERIES 17 EXPAND FUNCTION OF BOARD OF EDUCATION IN POLICY DEVELOPMENT

Rationale

1. District growth — means more people to serve.
2. Urbanization — means a juxtaposition of a variety of governing agencies with varying values requiring a coordination of effort to achieve community wide goals.
3. Technology — means more selectivity needed in choosing methods for achieving goals.
4. Societal change — means more demand for educational services.

These four factors mean more responsibility and more work for school board members; however, in spite of the greater need, the district's board is operating in the same manner as thirty years ago. Other governmental boards have faced similar growth problems and have made adjustments to accommodate their increasing responsibility. The chart on page 272 illustrates the local current situation. This activity series is designed to provide the Board of Education with a variety of communication channels important to citizen advisory groups both within and beyond the school structure. These information channels would be additions to those that already exist from the administration to the board. In addition, this series is designed to provide board members time to listen and respond to the various advisory groups.

Activity Series 17

SUPPORT OF PUBLIC AGENCY BOARDS

AGENCY	ANNUAL BUDGET 1968-69	NO. OF BOARD MEMBERS	MEETINGS PER MONTH	HOURS PER MEETING	BOARD MEETING HOURS PER MONTH	TOTAL MEMBER HOURS PER MONTH	ANNUAL COMPENSATION PER MEMBER	ANNUAL COMPENSATION COST
FRESNO CITY SCHOOLS	43,000,000	5	2	4	8	40	-0-	-0-
CITY OF FRESNO	38,000,000	1 Mayor 6 Council Members	4	8	32	224	7,800 4,800	36,600
COUNTY OF FRESNO	97,000,000	1 Chairman 4 Supervisors	8	8	64	320	13,700 11,300	58,900

Note: Data based on 1968-69 fiscal year.

Activity 17.1 Make specific plans for developing an interagency role and policy formation

The Fresno City School district has the responsibility of providing the citizens of the community with the major portion of their education. However, the public schools are not the only agency providing this service. It is also done by proprietary and private schools, the YMCA, the YWCA, the Scouts, the junior and state colleges, and various federally supported agencies like Central California Action Associates, Model Cities and the Office of Economic Opportunity, to name a few. To provide all citizens with the best education possible these various agencies should coordinate their efforts to avoid unnecessary duplication of services, and to reconcile seemingly contradictory goals. Insofar as the public school system is the body politic charged with the responsibility of providing community education services, it is logical to expect the schools to initiate the formation of monitoring and coordinating mechanisms. Far from implying that schools should control the educational activities of other agencies, an interchange of information between all such agencies should help to limit the public school role to that determined essential by representative citizens less that already available with other agencies.

Activity 17.2
School Year
1969-70

Make plans for improving intra-agency role of board members

A major concern identified by the Needs Assessment was a need for improved communications at all levels. At this point specific plans should be made for improving the board's opportunity to contact those people within the district and affected by the district's operations. Specific provisions should be made for hearing interested advisory groups before major problems arise. A plan should provide for the creation of specific citizen advisory committees relevant to certain aspects of the program by curriculum area, grade level, and by school. A plan should also provide sufficient time for the board to realize the benefits of these advisory committees.

Activity 17.3
School Year
1970-71

Continue present board activities

No immediate change in the board's activity is indicated with regard to frequency of meetings or in types of agenda.

Activity 17.4
School Year
1970-71

Provide opportunity for board members to monitor meetings of other policy planning groups

This is the initial step in establishing formal relationships in educational planning throughout all agencies in the community. This activity is the responsibility of the Board of Education. It can be accomplished either by board members personally attending other board meetings or having their representative attend. The agencies that should be monitored have been identified in Activity Series 4.0. Two immediate benefits will be gained by this activity.

1. The schools can avoid establishing programs that duplicate the services of other agencies.
2. The schools can encourage the development of programs within the district that complement the programs of other agencies involved in education.

Activity 17.5
School Year
1970-71

Budget for increased board activity

This is the responsibility of the superintendent. The specific plans developed in Activities 17.1 and 17.2 will require more time from the board members and will cost the district more. Board members should be compensated on some regular basis for their participation in the policy planning functions of the district. This could be done by establishing standard compensation as is done with City Council or Board of Supervisors or it could be done on an individual cost per meeting basis. Enabling legislation may be required. If so, it should be sought at this time. Precedent has been established by the State legislature which provides that boards of supervisors receive varying amounts of compensation according to degrees of responsibility based upon size of their county.

Activity 17.6
School Year
1970-71

Make specific plans for developing citizens' advisory committees

This activity is the responsibility of the Board of Education. The recommended citizens' advisory committees are designed to bring to the board information concerning the present school programs and anticipated school needs as citizens view them. Committees of this nature would report periodically, not only when problems are identified. The presence of the citizens' committees at the board meetings on a regular basis will allow a two-way communication to be developed, citizen to board and board to citizen. The plan for developing citizen advisory committees will have to include plans for increasing the amount of board time available to hear these committees and to respond to their concerns and reports.

Activity 17.7
School Year
1971-72

Establish a Council of Fresno Educational Agencies

It is the responsibility of the agencies involved to establish this council; however, the Fresno School Board could be an initiating force. The council would consist of representatives at the board policy level from each Fresno agency involved in education. It should include representatives of the governing boards of such agencies as the Fresno City Schools, State Center Junior College, Fresno State College, the YMCA, the YWCA, the Boy Scouts and Girl Scouts, private schools, CCAA, OEO and any other pulic or private agency in the greater Fresno community that maintains an educational program. This council would have three functions:

1. Policy making
2. Program coordination
3. Serving as education advisor to other community agencies not directly involved with administering ar educational program.

Activity 17.8 Increase opportunity for Board of Education to meet for determining policy

This is the responsibility of the Board of Education. The board should meet in public a minimum of eight hours per week. The meeting times should be divided between daytime and evening. The daytime meetings should be primarily concerned with those functions that deal directly with the school administration and the governing boards of other community agencies. The evening meetings would provide the opportunity for reports from the citizen advisory committees, professional associations, etc. By increasing the available meeting time it becomes feasible for the board to schedule public hearings when the need for such hearings arise.

Activity 17.9 Initiate administrative policy meetings

These meetings would most likely be those scheduled for the daytime hours. At such meetings the board meets its obligation to work with the administration in the determination of internal and business type policies. These regular administrative policy meetings would allow the board the opportunity to work with the administration in some detail in accomplishing the normal routine household chores. It is anticipated that the public attendance at such a meeting would probably be somewhat limited. Such meetings would allow the board to consider in more depth the routine reports of attendance, program achievement and personnel distribution. With the anticipated changes in program and the effective use of personnel, such discussion in depth is needed. A meeting of this type is the logical time to authorize payment of bills.

Activity 17.10
School Year
1971-72

Provide opportunities for joint meetings with other policy making boards

This activity is the responsibility of the Board of Education. The closer relationship with other governmental agencies initiated in Activities 17.1, 17.4 and 17.7 will allow more effective interagency planning in those areas which affect the total community. One example of need for better interagency planning is in the area of vocational education. Both Fresno City Schools and the State Center Junior College have primary responsibilities for this program. The complexity of this program is further developed in Activity Series 11.0. It can be seen that to develop a community-wide effective program of vocational education, the policies and procedures of each of these agencies must be in close harmony. Similar needs are evident in programs of early childhood education, public transportation, and effective development of adult education services.

Activity 17.11
School Year
1971-72

Initiate curricular area citizen advisory committees

This is the responsibility of the Board of Education. The prime function of these committees would be to report to the Board of Education on a regular basis the effectiveness of the individual curricular programs carried on in the city schools. The board in turn would be able to relay to the committee, that is citizens directly, any anticipated changes or modifications in presently adopted programs. The role and function of these committees was previously described in Activity 5.7.

Activity 17.12
School Year
1972-73

Establish a citizen's advisory committee

The establishment of this committee would be the responsibility of the Council of Fresno Educational Agencies. This committee should be a broad spectrum representing citizens from all walks of life in the greater Fresno community. Their function would be to inform the council of their general concerns for education. It is preferable that the members of this advisory committee not be educators. They should represent homemakers, business managers, industrial developers, laborers — those people who profit from the product of education.

Activity 17.13
School Year

Establish a technical advisory committee

This activity is the responsibility of the Council of Fresno Educational Agencies. This committee should consist of professional educators, (school superintendents, curricular area leaders, and guidance and counseling specialists) and managers and program technicians of member agencies. It would be the function of this committee to provide the council with specific information as to what schools and other agencies are currently doing and what their capacity for change is.

Activity 17.14
School Year
1972-73

Make plans to increase board from five to seven members

This activity is the responsibility of the Board of Education. At this point in time the board will have had two years experience with increased policy making responsibilities. At this time the board can best determine whether the present five members or an increase to seven members would more effectively serve the district. This activity should be undertaken concurrently with any planned restructuring of the school board as explained in Activity 17.15.

Activity 17.15
School Year

Consider plans to subdivide school district and elect regional board members

1972-73

This activity is the responsibility of the school board. The school board is elected to represent all those served by the school district and to form the policies for that district's operation. The essence of a local board is the representation of the different values which are present in a community and which must be brought to concensus. As Fresno becomes a larger and more urban community is seems probable that the distribution of population, both in terms of socio-economic status and ethnicity, will remain unequal. Change in governance structure may be required to guarantee direct representation of minority group citizens and citizens of low socio-economic status at the school board level. One method by which this representation could be achieved would be to divide the present school district into subdistricts or regions, each with its own representative board member. The history of ward representative governance is recognized and this activity should not be interpreted as a direct recommendation. Rather, this activity suggests that the board consider this or other action to guarantee representation at the school board level of all those affected by the education program.

Activity 17.16 — Continue expanded services of board in determining District policy

School Year 1972-73

This activity is the responsibility of the Board of Education.

Activity 17.17
School Year
1972-73

Initiate grade and age level citizen advisory committees

This is the responsibility of the Board of Education. These committees would have the function similar to that of the committees described in Activity 17.11. The committee membership would include students beginning at grade level 7 and extending through grade 12 as well as parents. As schools are modified from traditional grade levels to a program of continuous progress education, the committees would represent age levels of students rather than specific delineated grade levels. The role and function of such committees was previously described in Activity 6.12 and Activity 6.13.

Activity 17.18
School Year
1972-73

Initiate individual school citizen advisory committees

This is the responsibility of the Board of Education. The responsibility of these committees would be similar to the committees described in Activities 17.11 and 17.17. The initiation and specific operations of these committees were described in some detail in Activities 5.8 and 7.22. It is through committees of this type that the board will be able to realize the potential help to the district of greater citizen activity in carrying out the educational programs of the district. Such committees will be able to describe what parents can do on a voluntary basis in the school and further identify resources off campus that can be used in the educational process.

Activity 17.19
School Year
1973-74

Prepare community-wide goals, objectives, and policies and coordinate activities relevant to education

This activity is the responsibility of the Council of Fresno Educational Agencies. The activity describes the broad role that this council should carry out in the greater Fresno community. The citizens advisory committee to this council can define and describe perceived educational needs in the community and point out what programs seem currently most effective or ineffective. The technical advisory committee to this council can describe current constraints that affect operations within the schools themselves as presently established. The council itself, representing board members responsible for developing policy for their representative agencies, can then reconcile the needs with the constraints in the creation of ongoing goals, objectives and policies for education in the greater Fresno community.

Activity 17.20
School Year
1973-74

Prepare a complete evaluation with recommendations regarding board enlargement and/or district subdivision

This is the responsibility of the Board of Education. This activity is subsequent to Activities 17.14 and 17.15.

Activity 17.21
School Year

Make a decision concerning board size and district subdivision

1974-75 This activity is the responsibility of the Board of Education. This decision is recommended after having the board's functions increased and after a two year planning and evaluation period prior to the decision making. This decision should not be made any sooner than Spring, 1975, for the following reasons:

1. The board should experience its expanded role in policy formation
2. The board should experience the interaction available by the establishment of citizen advisory committees
3. The board should have time to evaluate effectiveness of many new pilot programs
4. The board should have the opportunity to expand its role in interagency planning for educational affairs.

Decision concerning restructuring of the school board prior to this experience would be premature. The results of the decision made in Activity 17.21 are expressed as three alternate Activities 17.22, 17.23 and 17.24, one of which would be the organizational pattern of the board.

Activity 17.22 No change

School Year 1974-75 This activity indicates that the present board's structure of five members is deemed adequate to serve the needs of the district and there would be not need for any ensuing change.

Activity 17.23 School Year 1975-76

Increase the board from five to seven members and subdivide the district

This activity would require the initiation of appropriate legislation.

Activity 17.24 School Year 1975-76

Increase the board from five to seven members

This activity would require appropriate legislation.

Summary

The implementation of Activity Series 17.0 results in three levels of activity involved in forming policy for the school district. At one level there is a continual monitoring of the gross product of education in the Fresno community as affected by all agencies involved in the education process. At the second level, the Board of Education of the Fresno City Unified School District provides specific policies for the operation of public schools in harmony with the total community education process. At the third level, the Board of Education is provided with continual information concerning the effect of the public school program as interpreted by those being affected by the program. These three levels of activities are additions to the present satisfactory relationship between the administration and the Board of Education.

A review of recommended communication channels is presented on the next page.

COMMUNICATION CHANNELS

The Fresno Council of Educational Agencies

The responsibility for the total development of human resources and monitoring the gross product of education in the Fresno Metroplitan area should be focused into a single monitoring agency representative of the total community. This agency should have:

Authority - The Fresno Council of Educational Agencies should be composed of representative members of each policy making board involved in education in the Fresno Metropolitan area. The council should propose policy to be implemented by the agencies it represents to coordinate all educational activities.

Prestige - There should be a Citizens Advisory Committee to the Council of Fresno Educational Agencies. These citizens should represent the major economic, social, governmental and cultural interests of the community. They have the dual role of advising the council and interpreting educational programs to the public at large.

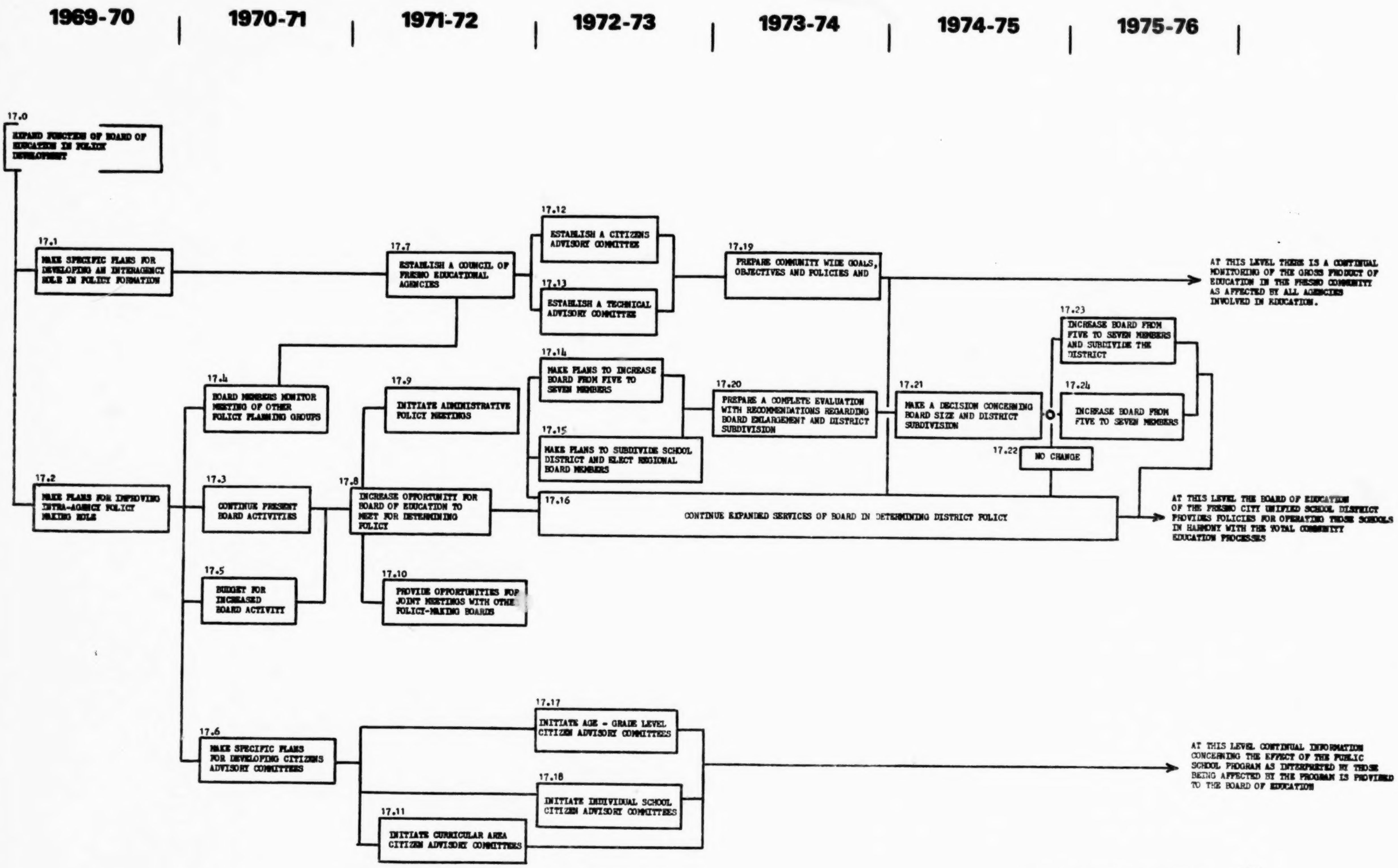
Expertise - There should be a Technical Advisory Committee to the Council of Fresno Educational Agencies. It should consist of the top administrator of each agency represented. They should supply the council with information concerning specific activities within their representative agencies and should assist the council in determining how council proposed policies can be implemented in their particular agency.

Additional Communication Channels

COMMITTEE NAME	MEMBERSHIP	FUNCTION
Curricular Area Advisory Committees	Lay citizens, with knowledge of specific subject area.	Make recommendations for coordinated K-12 program in specific subject areas. Report to Curriculum Coordinating Committee.
Curriculum Coordinating Committee	One representative of each Curriculum Area Advisory Committee Representatives of District Curriculum Committees.	Receive reports from Curricular Area Advisory Committees. Receive reports from District Curriculum Committees. Coordinate reporting committees activities. Report regularly to superintendent and Board of Education.
Individual School Advisory Committee	Lay citizens from immediate neighborhood Principal and selected members of school staff.	Assist principal and staff in developing program that meets unique neighborhood needs. Receive information from principal and staff concerning ongoing program. Make annual report, in writing, to Board of Education specifying schools unique accomplishments and needs.
Parent Program Advisory Committees 1. Pre-school - 3 2. 4 - 6 3. 7 - 9 4. 10 - 12	Parents representing total community.	Review district-wide program at the grade level they represent. Provide opportunity for all schools to review unique programs developed in individual schools. Report regularly to Student-Parent Curriculum Coordinating Committee.
Student Program Advisory Committees 1. Grades 7 - 9 2. Grades 10 - 12	Representative students from each school.	Discuss present program in terms of relevance as they see it. Identify program needs as they see them. Report regularly to Student-Parent Curriculum Coordinating Committee.

COMMITTEE NAME	MEMBERSHIP	FUNCTION
Student-Parent Curriculum Coordinating Committee	Representatives of each Student-Parent Advisory Committee.	Coordinate activities of Student-Parent Advisory Committees. Report regularly to Board of Education. Publish annual report of school operation with recommendations.
Grade Level Test Item Identification Committee. 1. Pre-school - 3 2. 4 - 6 3. 7 - 9 4. 10 - 12	Teachers representing specific grade levels. No member of this committee should also be a member of the Test Editing Committee.	Submit specific items to be included in locally developed district-wide standardized tests to Test Editing and Coordinating Committee. Review locally developed standardized test for comprehensiveness and sequence.
Test Editing and Coordinating Committee	District Personnel College Personnel State Department Personnel.	Design tests to be used for district-wide evaluation of student performance using items submitted by Grade Level Test Item Identification Committee. Supervise standardizing of tests.
Vocational Education Advisory Committee	Representatives of Business, management, industry, government, professions and labor. Director of Vocational Education is the school representative to this committee.	Liaison between specific vocation curricular area committees and Fresno Council of Educational Agencies. Coordinate vocational education activities community wide and make specific recommendations to policy forming bodies of each agency involved through Fresno Council of Educational Agencies.
Grade Level World of Work Curriculum Committees 1. Pre-school - 3 2. 4 - 6 3. 7 - 9 4. 10 - 12 5. 13 - 14	Teachers, Counselors, Administrators at identified grade levels.	Develop World of Work Curriculum for specific grade levels. Report to World of Work Curriculum Monitoring Committee.
World of Work Curriculum Monitoring Committee	Representatives of each Grade Level World of Work Curriculum Committee Director of the World of Work Program.	Articulate specific curriculum activities as developed by Grade Level Committees. Monitor information from occupational advisory committees. Report and recommend to the Fresno Council of Educational Agencies.

COMMITTEE NAME	MEMBERSHIP	FUNCTION
Occupational Advisory Committees 1. Business 2. Sheet metal 3. Agriculture 4. Aviation 5. Etc.	Technical personnel representing persons involved in local business and industry.	Advisory to World of Work Curriculum Monitoring Committee. Monitor student placement. Coordinate activities through Director of Vocational Education at Fresno City College.
Educational Specifications Committee	Teachers, Administrators	Maintain up dated Educational Specifications to be used by district in program of building expansion or modification.
Early Childhood Education Program Development Committee	Staff from all existing agencies involved in early childhood education.	Develop a comprehensive community with program of early childhood education that coordinates and fully utilizes all available community facilities.
Early Childhood Education Monitoring Board	Lay citizens.	Monitor community wide program of early childhood education. Report regulary to Fresno Council of Educational Agencies and Board of Education.


1969-70
1970-71
1971-72
1972-73
1973-74
1974-75
1975-76
17.0
EXPAND FUNCTION OF BOARD OF EDUCATION IN POLICY DEVELOPMENT
17.1
MAKE SPECIFIC PLANS FOR DEVELOPING AN INTERAGENCY ROLE IN POLICY FORMATION
17.2
MAKE PLANS FOR IMPROVING INTRA-AGENCY POLICY MAKING ROLE
17.3
CONTINUE PRESENT BOARD ACTIVITIES
17.4
BOARD MEMBERS MONITOR MEETING OF OTHER POLICY PLANNING GROUPS
17.5
BUDGET FOR INCREASED BOARD ACTIVITY
17.6
MAKE SPECIFIC PLANS FOR DEVELOPING CITIZENS ADVISORY COMMITTEES
17.7
ESTABLISH A COUNCIL OF FRESNO EDUCATIONAL AGENCIES
17.8
INCREASE OPPORTUNITY FOR BOARD OF EDUCATION TO MEET FOR DETERMINING POLICY
17.9
INITIATE ADMINISTRATIVE POLICY MEETINGS
17.10
PROVIDE OPPORTUNITIES FOR JOINT MEETINGS WITH OTHER POLICY-MAKING BOARDS
17.11
INITIATE CURRICULAR AREA CITIZEN ADVISORY COMMITTEES
17.12
ESTABLISH A CITIZENS ADVISORY COMMITTEE
17.13
ESTABLISH A TECHNICAL ADVISORY COMMITTEE
17.14
MAKE PLANS TO INCREASE BOARD FROM FIVE TO SEVEN MEMBERS
17.15
MAKE PLANS TO SUBDIVIDE SCHOOL DISTRICT AND ELECT REGIONAL BOARD MEMBERS
17.16
CONTINUE EXPANDED SERVICES OF BOARD IN DETERMINING DISTRICT POLICY
17.17
INITIATE AGE - GRADE LEVEL CITIZEN ADVISORY COMMITTEES
17.18
INITIATE INDIVIDUAL SCHOOL CITIZEN ADVISORY COMMITTEES
17.19
PREPARE COMMUNITY WIDE GOALS, OBJECTIVES AND POLICIES AND
17.20
PREPARE A COMPLETE EVALUATION WITH RECOMMENDATIONS REGARDING BOARD ENLARGEMENT AND DISTRICT SUBDIVISION
17.21
MAKE A DECISION CONCERNING BOARD SIZE AND DISTRICT SUBDIVISION
17.22
NO CHANGE
17.23
INCREASE BOARD FROM FIVE TO SEVEN MEMBERS AND SUBDIVIDE THE DISTRICT
17.24
INCREASE BOARD FROM FIVE TO SEVEN MEMBERS
AT THIS LEVEL THERE IS A CONTINUAL MONITORING OF THE GROSS PRODUCT OF EDUCATION IN THE FRESNO COMMUNITY AS AFFECTED BY ALL AGENCIES INVOLVED IN EDUCATION.
AT THIS LEVEL THE BOARD OF EDUCATION OF THE FRESNO CITY UNIFIED SCHOOL DISTRICT PROVIDES POLICIES FOR OPERATING THOSE SCHOOLS IN HARMONY WITH THE TOTAL COMMUNITY EDUCATION PROCESSES
AT THIS LEVEL CONTINUAL INFORMATION CONCERNING THE EFFECT OF THE PUBLIC SCHOOL PROGRAM AS INTERPRETED BY THOSE BEING AFFECTED BY THE PROGRAM IS PROVIDED TO THE BOARD OF EDUCATION

ACTIVITY SERIES 17

EXPAND FUNCTION OF BOARD OF EDUCATION IN POLICY DEVELOPMENT

> "The belief that by breaking a big problem into little problems we can somehow solve it more easily is one of the more pervasive delusions of our time."
>
> -- The Dynamics of Change

ACTIVITY SERIES 18 EXPEDITE DEVELOPMENT OF COMMUNITY PLANNING DATA REGISTER

Rationale

Effective planning demands adequate information. Various community agencies are uniquely equipped, through program, personnel, and service, to provide specific types of primary data. For example, the tax assessor's office best knows the wealth of the community. The census bureau provides the most reliable data on population and the Red Cross can tell us exactly how many people are trained to administer first aid. Such data generated by other agencies are useful to the school district in planning educational programs. The school district on the other hand is also a major source of primary information regarding such educational data as achievement of students, qualifications for employment, attitudes of youth and plans for school construction. Effective interagency planning demands that information generated in one agency be readily available to any other agency that can benefit by such data. This activity series describes steps to be taken to establish a central data register so that each agency involved in planning for community development may have reference to primary data which they themselves would be incapable of producing either quickly, effectively or accurately. This activity series differs from others in this report in that the specific steps are not time related. Rather, they are displayed in a logical and sequential fashion, with a particular time for implementation depending upon when the previous step was accomplished.

Activity 18.1

Target Dates
Cannot be
Specified

Participate in the establishment of a central data register

This is the responsibility of the superintendent. Over the past twelve years discussions have been held among planning and other service agencies on the subject of a central data information system. To date these studies have not gotten beyond the stage of preliminary discussion, although local agencies agree in principle that such a system is desirable. The central data register should provide for collecting data, manipulating the data, and presenting it, and would provide for the control of the processes involved. The degree of sophistication developed in the system would depend to a large extent upon the individual agency's ability to provide resources in the maintenance of the system. It could be as simple as a card file illustrating which agencies have what data and how it could be made available — or it could be a complete electronic data processing center with compatible input and retrieval facilities located at every participant agency.

Activity 18.2

Maintain contacts with the City of Fresno in regard to a data register

A beginning for a data system was attempted at a meeting conducted in February, 1969, by the Fresno Intergovernmental Data Processing Committee, at which the problems and possibilities for an intergovernmental register were explored. The Fresno City Schools was represented by staff, and a technical coordinating committee was established that also included shool personnel.

Activity 18.3 Develop contacts with the Fresno County library in regard to a data register

Various land use agencies in the central valley are currently contacting the Fresno County Library looking to the possiblity that the library might become a central repository for data from various land management agencies. This raises the possibility of expanding this data service, if it could be established as a broader register that would involve all governmental agencies.

Activity 18.4 Establish a coordinating and monitoring board for this central data register

The responsibility of the school district is to:

1. Encourage the formation of such a board
2. Appoint a representative to serve on the board.

The coordinating and monitoring board would have the responsibility of determining the mechanics of operation of the register itself. The would set the policy for its operation, determine what agencies would be logical members of the register and plan for the expansion of the data register.

Activity 18.5 Participate in the centralized data register

This is the responsibility of the superintendent. He would have to designate staff who would have the specific responsibility for the district's participation in terms of both data input and data retrieval. Activities 18.6 through 18.9 identify specific actions the district would have to take to become and effective participant in the centralized data register.

Activity 18.6 Inventory data currently available in the district

This activity would involve identifying the present data generated in the school district and its location. Such things as attendance data, test data, budget data and personnel use data are all primarily generated within the district and currently stored in various facilities and in varying manners.

Activity 18.7 Classify data presently available

This would be the responsibility of personnel assigned this task by the superintendent and any classification determined would have to be approved by the superintendent. Several decisions would be involved at this step. For example, what data is confidential and to what degree could it be utilized by other agencies in developing their planning? What data has specific time value and how do the time values of the data vary according to the nature of the data itself? What data should be placed in a central data register for free access to other agencies and what data is only primarily of use within the district? The concurrent operations of inventorying and classifying available data would allow the district to evaluate its own data. Duplication of data storage processes and voids in necessary data would be identified. The task of identifying the data presently available would allow the district to develop more uniform methods of data storage. This in itself is an important procedure, for such uniform methods will be necessary if the district is to fully utilize its own electronic data processing capacity.

Activity 18.8 File index of available data with central register

This activity would be subsequent to Activities 18.6 and 18.7. In the initial formation of the central data register it is anticipated that only indexed locations of available data will be placed at the register itself. Actual data will remain within the agency that generates it. The index would describe the data, identify the agency where it is to be found and describe the form in which that information presently exists. The index would also indicate the person or persons at the agency responsible for the distribution of the data.

Activity 18.9 Extract data from register

This is the responsibility of the superintendent. If the central data register is to be an effective tool in facilitating community planning, it must be dynamic — in terms of not only data input but in data output. Participating agencies have the dual responsibility of placing data in the registry and removing or revising old data. In order to develop an effective register, both input and output mechanisms must be tested through use. Any information concerning weaknesses in the central register, whether in transmission methods or in type of data, should be noted to the coordinating and monitoring broad responsible to see that the register is an effective community planning tool.

Activity 18.10 Re-assess district data needs and collecting mechanisms

This activity takes place within the school district and is subsequent to Activities 18.6 and 18.7. In the processes of inventorying current data and classifying that data as to its use, certain gaps or data needs will be identified. As identified, they should be transmitted to the appropriate point of school district operation which can provide the data. At this point, it will also be possible to describe the division in question and the form the data should be in when presented to the district's registry. Particular attention should be given to the need for data that is not generated within the district. These data needs should be directed to the district personnel responsible for coordinating the central data register. If the register cannot currently provide the data called for, the district should then seek the data from the appropriate agency where it is to be found and inform the monitoring board of the central data registry of the deficiency. It would then become the responsibility of the central data register to obtain that data from the agency involved.

General Information

It is anticipated that the implementation of Activities 18.1 through 18.10 will be filled with false starts, misunderstandings, blind alleys and frustrations. It is realized that the varying agencies that will be involved in the central data register have individual data handling systems at present. These systems currently are not compatible.. Activities 18.1 through 18.10 will not make them compatible. Each agency is encouraged to continue to maintain its own activities of generating and storing data unique to its own function. The function of the central register is to inform each agency of what other agencies have available. Activities 18.1 through 18.10 are not intended to regulate the data processing techniques within individual agencies. Rather, these activities lay a base or foundation upon which a more effective and sophisticated central data register can be established.

Activity 18.11 **Coordinate data gathering services with other agencies**

this is the responsibility of the coordinating and monitoring board of the central data register. The observations, the frustrations, and the successes recorded in Activities 18.1 through 18.10 will indicate the decisions that this coordinating and monitoring board should make for improving the function of the central data registry. The specific improvements are indicated in Activities 18.12 through 18.14.

Activity 18.12 Refine mechanics of data handling

This step involves producing forms for uniform handling of data both in and out of the register. It is anticipated that such forms would be compatible with as much of the data processing hardware of the individual agencies as is possible. In designing the forms, the monitoring board of the central data register should anticipate the time that this function will be totally handled through electronic data processing. A specific consideration of the monitoring board will be the costs entailed in developing uniform procedures throughout all agencies. At this time participating fees should be established for the agencies involved in the register. Such fees would be proportionate to their data input and their data retrieval. No single agency should have to pay for the services rendered equally to all.

Activity 18.13 Identify and eliminate duplicate information gathering functions

The identification of duplicate information gathering functions is the responsibility of the monitoring board. As they record the requests for data and index the data that is coming in, they will be in a position to identify the duplications. However, the monitoring board will not be in the position to determine which agency should provide information and which agency should not. That decision would have to be made between the two agencies that have the duplicating function. The two agencies should contact one another personally to determine the amount of duplication, why the duplication is occurring, and determine collectively a method of eliminating the duplication. It may well be that services which appear to be duplicated are in fact separate services. If this is found to be the case. then the correction should be made in the indexing method by which the nature of the data is defined.

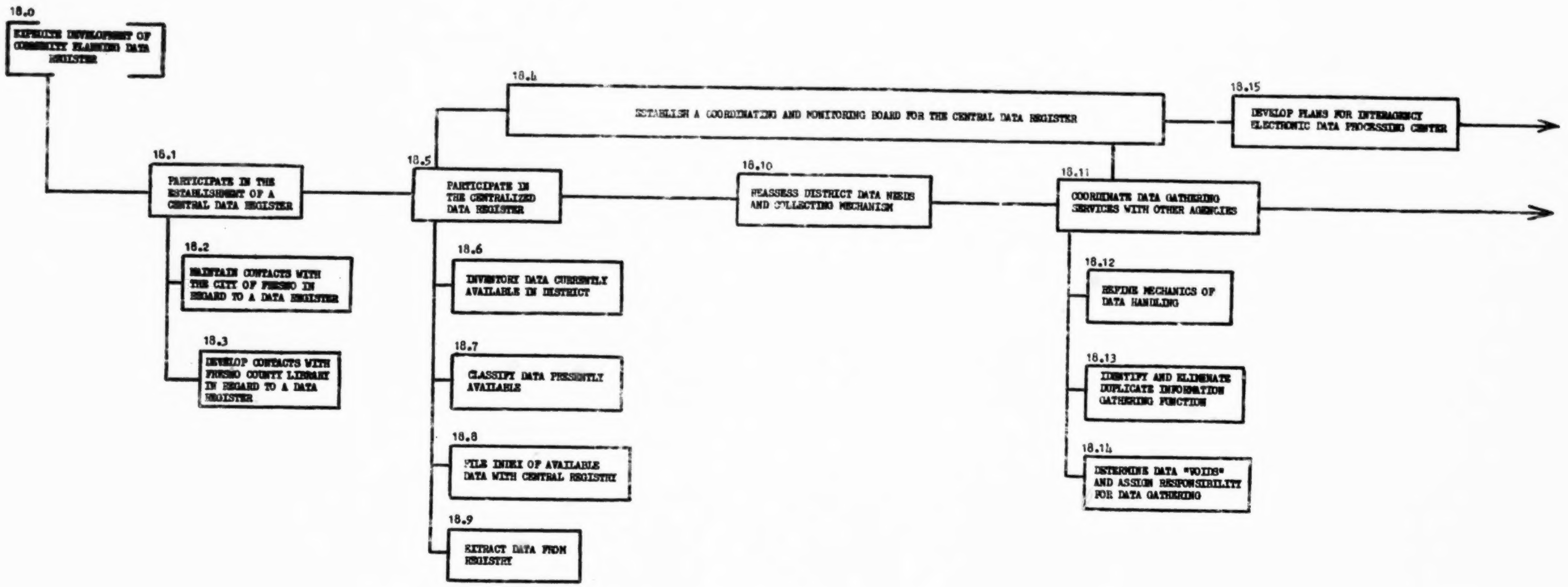
Activity 18.14 Determine data voids and assign responsibility for data gathering

This is the responsibility of the monitoring board. Voids will automatically be identified when an agency contacts the central data registry for information and finds that information is unavailable. It then becomes the responsibility of the coordinating and monitoring board to see what type of data it is that the agency is seeking. The monitoring board should then contact other agencies to discern which one has the type data being sought. If it turns out that the data is available in one of the participating agencies it would be asked to forward the data to the register. If, on the other hand, no participating agency has data of the nature requested, the monitoring borad should seek that information in other agencies not yet members of the central data register. This will allow for the effective expansion of the register. A third possibility exists in that no participating agency and no non-participating agency may have the data sought. In this case the monitoring board would report back to the agency requesting the data that such data is not available and would encourage that agency to become the primary data generator.

Activity 18.15 Develop plans for interagency electronic data processing center

This is the responsibility of the coordinating and monitoring board for the central data register. It is anticipated at this point that the organization and operation of the central data register in a limited form will require considerable time. Therefore, specific details for future development are not included in this activity series. Changes in technology, costs and governmental agency function indicate what specific directions are necessary for a complete community-wide data processing center, centrally located, operated and controlled.

A more complete treatment of this subject may be found in project publication #35, Community Data Register, listed in the appendix.


18.0
EXPEDITE DEVELOPMENT OF COMMUNITY PLANNING DATA REGISTER
18.1
PARTICIPATE IN THE ESTABLISHMENT OF A CENTRAL DATA REGISTER
18.2
MAINTAIN CONTACTS WITH THE CITY OF FRESNO IN REGARD TO A DATA REGISTER
18.3
DEVELOP CONTACTS WITH FRESNO COUNTY LIBRARY IN REGARD TO A DATA REGISTER
18.4
ESTABLISH A COORDINATING AND MONITORING BOARD FOR THE CENTRAL DATA REGISTER
18.5
PARTICIPATE IN THE CENTRALIZED DATA REGISTER
18.6
INVENTORY DATA CURRENTLY AVAILABLE IN DISTRICT
18.7
CLASSIFY DATA PRESENTLY AVAILABLE
18.8
FILE INDEX OF AVAILABLE DATA WITH CENTRAL REGISTRY
18.9
EXTRACT DATA FROM REGISTRY
18.10
REASSESS DISTRICT DATA NEEDS AND COLLECTING MECHANISM
18.11
COORDINATE DATA GATHERING SERVICES WITH OTHER AGENCIES
18.12
REFINE MECHANICS OF DATA HANDLING
18.13
IDENTIFY AND ELIMINATE DUPLICATE INFORMATION GATHERING FUNCTION
18.14
DETERMINE DATA "VOIDS" AND ASSIGN RESPONSIBILITY FOR DATA GATHERING
18.15
DEVELOP PLANS FOR INTERAGENCY ELECTRONIC DATA PROCESSING CENTER

ACTIVITY SERIES 18

EXPEDITE DEVELOPMENT OF COMMUNITY PLANNING DATA REGISTER

> "In a world overwhelmed by social, economic, and political problems, education seems bent either on denying to students the existence of these problems or implying that they are solved — a total break with the intense reality of our turbulent times."
>
> --William Glasser
> Schools Without Failure 1969

ACTIVITY SERIES 19 MODIFY SENIOR HIGH SCHOOL CURRICULUM TO BE COMPATIBLE WITH INDIVIDUALIZED INSTRUCTION AND CONTINUOUS PROGRESS EDUCATION

Rationale

Much thought has been given to specialized high schools. A plan for such high school specialization beyond a comprehensive program is perceived as offering these benefits:

1. More fully utilizes talents of teachers who have special training in specific areas.
2. Increases the district's opportunities to modify curriculum offerings to meet current needs.
3. Avoids duplication of expensive specialized equipment.
4. As a follow-up to a ninth grade consolidated school, minority students would be more apt to select the school that meets their identified needs.
5. It would require no major changes in present and proposed senior high school facilities.
6. The senior high schools of Fresno would be able to offer in-depth curriculum not now readily available to all students.

There are, however, liabilities also associated with the development of specialized high schools. These are:

1. High school, for many is the last opportunity to be an integral part of a varied society and this experience should not be diminished.
2. Specialized high schools potentially create caste systems.
3. Our more complex society indicates need for a wide range of experiences prior to specialization.
4. It is not economically wise for the senior high schools to duplicate facilities needed for sophisticated instructional programs when other agencies in the community already have the staff and equipment needed.
5. Few students could use their specialty after completing only high school. The current trend is for fewer jobs for high school graduates and more jobs that require specialized training after high school.
6. Time used by a high school student in following specialty training is not available for wide-range experience.
7. A student could not choose two specialties if they were offered in two different schools, thus limiting the opportunity for wider experience.
8. The development of a specialty school would depress development of that same subject area in another comprehensive school. To get a first rate business education program, must the student settle for a third rate science program?
9. What would happen to the ease with which a student could shift interests if different interests were served in

different schools? These are and should continue to be exploratory years for students; true specialization should come later in their educational career.

10. Should specialization be encouraged before completing high school? The presence of specialized high schools would encourage student program development in this dimension.
11. A system of specialized high schools would impose specialty decisions on students who do not elect to specialize.
12. Maintenance of a truly comprehensive program and the pursuit of a specialized program in the same schools seems to be a contradiction.

The configurations developed in Volume B, describing what education should be like, give the following views of the high school program:

1. The high school curriculum should include a wide range of experiences; work study, community service, and active participation in student exchange.
2. The role of the school is to monitor, not necessarily perform all educational services.
3. Full utilization of total community resourses is essential for the most effective education. Education should be pursued in many places, not just on a public school campus.
4. A properly developed individualized student program will encourage the student to stay in the school.

These three value sets: benefits, liabilities, and goals provide the framework for designing an effective high school curriculum. This activity series describes actions to be taken that provide the benefits of the specialized high school for every student who chooses to specialize, while not imposing unwanted specialization on students pursuing the totally comprehensive program. It provides the means whereby specialties now present in the various high schools and community at large can be identified, and information concerning these specialities be presented to all high school students throughout the district. This activity series emphasizes full utilization of present resources; personnel, time, and physical plant, and encourages development of new resources when a need for them is identified.

The activities in this series are not presented in a time based relationship. Each or all of them could or should be implemented as soon as possible. The secondary student of today is far more sophisticated and better educated than his counterpart of two and three decades ago. High schools, however, have made little significant change in either organizational pattern or curriculum to accommodate these more mature students. The current trend toward restlessness on the part of secondary students reflects their feelings that the high school curriculum, as presently structured, is largely irrelevant. High school students are clamoring for the right to make decisions and be responsible for the decisions they make. The activities presented in this series recognize this need on the part of the high school students and provides them opportunity to make decisions that are personally relevant.

A common criticism of today's graduating students is that they are not responsible; however, this is not surprising in that our present school structure and curriculum provides the students with no real opportunity to develop responsiblity. Technology has made a profound change in our society. Since the conception of communal living man has been striving to satisfy his necessities by producing more goods; for supply has always been short of demand. In the United States, as well as other parts of the world, we will soon reach the point where supply exceeds demand. In fact this condition has already been reached in many areas. We pay our citizens to let their land lay fallow, rather than over-produce food and fibre, while some citizens go hungry. We build obsolescence into our gimmicks and gadgets so they will have to be replaced periodically for the sake of our economy. We assign an age to a model and then give prestige to the person who keeps up-to-date by discarding that which has not yet served its usefulness. These activities are characteristics of our affluent society. The students presently attending today's schools are going to have to face problems far different than those faced by today's adults. Walter A. Weisskopf, writing in Brief on the Economics and Psychology of Abundance, points out one problem when he states, "The question is no longer whether we can produce enough for all but whether if having produced it, we are willing to share it with all."

Another significant decision facing our young people was stated by Walter P. Reuther in his essay "First Things First,"

> I think that pretty soon we are going to have to make a very important decision as to whether our society wants to use the resources of technology to provide more and more gadgets and to raise the level of material comforts even higher, or whether we want to make it possible for each person to have

> more leisure so that more resources, more time and more attention can be directed toward the non-material values and actions of the human family. It may well be that we will arrive at the necessity for such a decision long before we are prepared for it. The real tragedy in America may be that we will satisfy all our material needs and then find leisure time on our hands before the average person is in any way educated to know how to use it.

The activities proposed in this series will certainly not answer all questions of this nature but they are activities that will modify the school's role to one of training students to make decisions that only they can make.

Activity 19.1 Compile a district-wide report on current high school course offerings

This activity is the responsibility of the Division of Instruction. It will involve bringing up-to-date and expanding the current publication "Guide to Course Offerings — Secondary." The publication should include a brief description of each course, with behavioral objectives when available; schools in which the course is being taught; the number of classes in the school; the number and grade level of students attending the classes, and the teachers assigned these classes. In addition to adopted courses the publication should include similar information on all pilot courses being offered. Specific information concerning pilot courses should include what year of the pilot it is, first, second, or third; whether the pilot is intended to replace an existing course; or whether the pilot is an addition to the district-wide curriculum.

Activity 19.2 Prepare an initial set of educational objectives to be met by each student as a prerequisite to high school graduation

Guidelines for the preparation of such a set of educational objectives have already been established at the State level. When such a set of objectives has been determined, Senate Bill 1 offers school the opportunity to either modify current courses or design courses to accommodate these minimum standards.

Activity 19.3 Prepare a register of current high school teaching staff

The register should provide the following information concerning each teacher: name, present school assignment and years in that assignment, previous school assignments and years in those assignments, courses currently teaching and years of experience in teaching those courses, courses previously taught and years of experience in teaching those courses and any unique skill or training that that individual may have.

Activity 19.4 Expand data processing services to provide teachers with student data necessary for effective program planning

This is the joint responsibility of guidance personnel who know what information is currently available, teaching personnel who know what information they need, and data processing personnel who know how to develop the appropriate mechanics for the system. Information needed will be: the student's current educational goal and previous educational goals, (knowledge concerning the changing of educational goals significant in planning future programs), educational programs previously taken by the student and the accomplishments made in those programs in terms of specific educational objectives achieved. The data should be provided in such a way that it can be clearly understood by not only the teacher but also students and parents, for they too are involved in the program planning process.

Activity 19.5 Determine educational opportunities in agencies other than public schools

This is the responsibility of the Board of Education. This activity is necessary if we are to fully utilize the community resources available for education. The Junior Museum, the Fresno Art Center, the Junior Philharmonic, and AAU Swimming Clubs are examples of opportunities in the community for increasing the education of children. It should be the function of the schools not to replace or supervise these programs but to identify them and make them readily available to all students who would benefit by their activities. The school then assumes a monitoring role rather than a producing role in toto. The record of student achievement in programs such as these should become a part of the student's total educational record.

Activity 19.6 Prepare behavioral objectives for courses where such objectives are not available

This activity is the responsibility of the teaching staff. The course descriptions prepared in Activity 19.1 will, in many cases, fail to include specific educational objectives. Objectives written in behavioral terms should be provided for every course. One of the most notable deficiencies in the present course description is the method by which achievement is to be evaluated. The objectives prepared for an individual course should be realistic. They should represent those things to be achieved by a typical student pursuing the course. The objectives should not be written to include all the in-depth detail that can be pursued by the most capable student. A clear understanding of these objectives is most important in program planning. As a teacher refers to a course description, including objectives, and sees that a student has taken such a course the teacher should be able to assume that the student is competent in the objectives listed when the student's record indicates that he has successfully completed the course.

Activity 19.7 Distribute objectives defining minimum standards to students, parents and staff for review and response

This is the responsibility of the Division of Instruction. The initial set of objectives prepared in Activity 19.2 will have been generated by school staff alone. These objectives should then be displayed to a variety of students and parents, individually and collectively. These students and parents should then be required to make a positive response to the objectives stated. They should either approve, question, or disapprove of any objective. Where their response is not an approval, reports of this response should be returned to the group responsible for preparing the objectives, describing minimum district standards.

Activity 19.8 Continue to revise and update the personnel register

This is a recurring and annual responsibility of the personnel office.

Activity 19.9 Provide opportunity for guidance personnel to work with teaching staff for more effective individual program planning

This is the responsibility of the school principal. Prior to meeting with parent and student in program planning, the teacher should meet with a member of the guidance staff. At this point the teacher and guidance personnel together should review the program of the student. It is at this point that it should be determined whether or not the student needs to contact the guidance personnel.

Activity 19.10 Continue to revise and update data concerning community-wide educational opportunities

This is the responsibility of the Board of Education, and a continuation of Activity 19.5.

Activity 19.11 Provide a district-wide index that relates specific educational objectives to current course offerings

This activity is the responsibility of the Division of Instruction. As behavioral objectives are written for the courses currently offered, there is bound to be some repetition of educational objectives in different courses. The purpose of this index is to:

1. Relate specific educational objectives to current course offerings, and
2. Identify under the title of course offerings specific objectives met by that course.

This index would then serve as a guide to course development and modification. This index should be made compatible with the electronic data processing services. The usefulness of the index should be twofold. A teacher should be able to find out what course it is that meets a specific objective and the teacher should also be able to find out what specific objectives or groups of objectives are met by individual courses. The emphasis in this activity is making available to the teacher information concerning the current school program as well as information concerning the current student status. Both types of data are necessary for effective program planning.

Activity 19.12 Establish a specific set of educational objectives defining minimum standards of performance for high school graduation

This is the responsibility of the superintendent. This activity should follow Activity 19.2, where the initial set was conceived, and Activity 19.7, where the initial set was reviewed by groups of students, parents and staff. This set of objectives would be the common denominator for every student's high school program. The identification of this set of objectives will allow the student, as prerequisite to graduation, to achieve certain educational objectives rather than take specific courses. The advantage to the student lies in the fact that a variety of courses may offer the opportunity to achieve a single objective. This means that in order to graduate, the student has a variety of courses available rather than a limited rigid selection. Enrollment and attendance in required courses would no longer suffice for graduation. In addition, there would have to be evidence of behavioral change.

Activity 19.13 Identify program deficiencies

This is the responsibility of the Division of Instruction. The activity requires comparing the specific objectives identified as district minimum standards in Activity 19.12

with the objectives that define the district-wide current curriculum Activity 19.11. Any objective listed in Activity 19.12 that is not also listed in 19.11 identifies a program deficiency that should be corrected.

Activity 19.14 Redesign hourly utilization of school day to provide teacher, student and parent time to participate in program planning

This activity is the responsibility of individual school principals. Experimental steps in this direction have been taken in terms of modular scheduling. The significant part of this activity is to provide a time when individual students may meet with individual teachers, with parents present, to participate in program planning. The actual structure of the day will vary according to the nature of the community and the availability of personnel to the school. A small but important detail to be considered is providing individual teachers with telephones so that they may readily contact or be contacted by parents and students. The prime role of the teacher should be to assist the student in program planning through activities of diagnosis, evaluation, and merely supervise the implementation of programs. Technology has provided the school with a variety of media that effectively transfer information to student. Information transfer should no longer be the prime role of the teacher. Emphasis should be on time utilization that will allow individual contacts between students, teachers and parents and immediate accessibility, rather than teachers locked into group situations where they are asked to duplicate the functions of a tape recorder, a motion picture projector, or a television set. Today's secondary students are capable of learning. The teaching staff has the responsibility of allowing the students to learn.

Activity 19.15 Modify current course to include minimum standard educational objectives

This activity is the responsibility of the Division of Instruction. It is sequential to Activity 19.13.

Activity 19.16 Design new course to include minimum standard educational objectives

This activity is the responsibility of the Division of Instruction and is similar to 19.15, except that minimum standard educational objectives would be accommodated through a totally new course rather than introduces into a currently existing course.

Activity 19.17 Inform parents of their opportunity and responsibility to participate in individual pupil-program planning

This activity is the responsibility of individual teachers. This activity will be most difficult to initiate. Students rarely respond with ecstasy when the teacher says, "I'll talk to your parent," and the parent frequently threatens the child by saying "I'll talk to your teacher."

When such meetings do take place they frequently amount to confrontation rather than discussion, with one person usually the initiator of the meeting doing all of the talking and the other only listening. In such meetings the student, although not present, is generally the loser. Secondary students are mature enough to realize the threat in such meetings and will generally take every step possible to prevent their occurrence. This is evidenced by the very poor participation when parents are invited back to school for general meetings, such as P.T.A. and Back-to-School Nights. The students by this time have done a good job of training their parents to stay out of their business. The teacher's major task in this activity is to acknowledge that they, the teachers, understand that the parents have the prime responsibility of the education of their children.

Activity 19.18 Assign each high school student a "program supervising teacher"

This activity is the responsibility of the school principal. A present practice of assigning 300 or more counselees to a single guidance counselor is unrealistic. If such a counselor devoted his full time to individual student counseling he could at most give each student only four hours per year. The trained counselor has the additional responsibility of guiding groups in group counseling and interpreting programs to groups of parents. This, then, even further reduces the time available for individual students.

In actual practice counselors see their individual counselees less than two hours per year. When this role is assigned teachers, each teacher becomes responsibile for no more than thirty students which creates mutual accessibility. A student should not change program supervising teachers through his high school career. The term advisory teacher was purposefully avoided. The teacher does not provide advice but rather assists the students and parent in decision making.

Activity 19.19 Individual schools prepare annual master schedule in harmony with student need, teacher available and physical limitations

This activity is the responsibility of the individual school principal. This activity is similar in nature to the present task of preparing master schedules for high schools. However, there will be some significant differences. One, a full day from seven in the morning through ten in the evening should be utilized. Two, individual teacher programs should be designed to accommodate time to meet parents and students, (Activity 19.14). Three, programs of noncertificated as well as certificated personnel should be considered. Four, courses including objectives required to meet minimum standards should be spread all over the school schedule so that they are readily accessible to students with a variety of programs. Five, the time allotted for individual classes should vary according to the subject need. The traditional practice of allotting 50 minutes per day, five days per week, thirty-six weeks per year, has been done as an administrative convenience and does not significantly contribute to the gross product of education.

Activity 19.20 Continually update district-wide course objectives index

This activity is the responsibility of the Division of Instruction and represents a continuation of Activities 19.6 and 19.11.

Activity 19.21 Continually update district-wide objectives defining minimum standards

This activity is the responsibility of the Division of Instruction and represents a continuation of Activity 19.2.

Activity 19.22 Identify courses unique to the school

This is the responsibility of the school principal. This activity will have to be taken jointly by the principals of all the high schools as they prepare their individual school master schedules. When a unique course is presented in one or perhaps two high schools, this course should be identified as being available to all students in the district. When all schools are aware of these unique courses, they can be more effectively utilized. Under present conditions it is difficult to justify the establishment of courses that are only attractive or serve the needs of a small segment of a student body. Economically, it becomes feasible, however, when such unique courses with limited attraction are made available to all students in the district.

Full implementation of this activity would not only allow better utilization of the specialized courses currently in existence but would encourage the development of more such courses and more fully utilize the unique talents and training presently available in our senior high school staff.

Activity 19.23 Identify courses given in common with all schools

This is the responsibility of the individual school principal working in cooperation with other school principals. It is a monitoring step similar to the step defined in Activity 19.13. Educational objectives that define minimum district standards should be accommodated in a variety of specified courses. In order to offer all students of the district equal opportunity to develop within their high school career, each school should in turn offer those same courses that meet the district's minimum standards.

Activity 19.24 Publish district-wide catalogue of secondary course offerings each year

This is the responsibility of the Division of Instruction. This annually published catalogue should include every course offered at the secondary level in the district. Also included should be teacher, the day and hour, and the location of the offering. The catalogue need not include an objective description of the course for that description will be available in the up-to-date district-wide course objective index, (Activities 19.11 and 19.20).

Activity 19.25 Publish annual catalogue of educational opportunities in agencies other than public schools

This is the responsibility of the Division of Instruction. This catalogue will include regular ongoing educational programs, (Activities 19.5 and 19.10).

Activity 19.26 Student, teacher and parent cooperatively design individual student programs that fully utilize total community resources in meeting specific educational objectives

This is the responsibility of the teacher. To meet this responsibility the teacher will need the following items:

1. The local school's annual master schedule, (Activity 19.19).
2. A district-wide catalogue of secondary course offerings, (Activity 19.24).
3. A district-wide index that relates specific educational objectives to the course that meets those objectives, (Activity 19.20).
4. A personnel register of every teacher currently at the secondary level, (Activity 19.8).
5. A catalogue of educational opportunities in agencies other than the public schools, (Activity 19.25).

6. A complete record of the student's present program, previous objective achievement and current educational goals, (Activity 19.4).

In addition, the teacher will be given time to perform this important function, (Activities 19.14 and 19.19). This student/teacher/parent planning session should occur any time that a student completes a specified set of educational objectives. It should not be structured around an arbitrary time sequence of school years, semesters, or quarters. The importance of having the student make the final decisions should be stressed. The role of the parent is to provide the student and teacher with information that only the parent has. The role of the teacher is similar to that of the parent in that the teacher provides information. However, the teacher's responsibility goes further. The teacher not only provides information, but also helps interpret information that is available. It becomes the task of the teacher to anticipate the results of implementing decisions the student may make. It may well be that in the course of planning individual programs, there may be a decision to involve a guidance person who could provide data unavailable to teacher, parent or student. Although this activity is called a planning activity it should be realized that the full implementation of this activity would be one of the most significant parts of the student's instruction. For it is by participating in this activity that the student performs that most important role of all - responsible decision making. The final student-made program agreed to by student, teacher, and parent should include each of these items for every set of objectives to be achieved.

1. What will be done?
2. How much or to what degree?
3. By whom?
4. When or within what time period?
5. Where and under what conditions?
6. To whom is the student responsible?
7. How well his success or failure be measured?

Activity 19.27 Student implements program

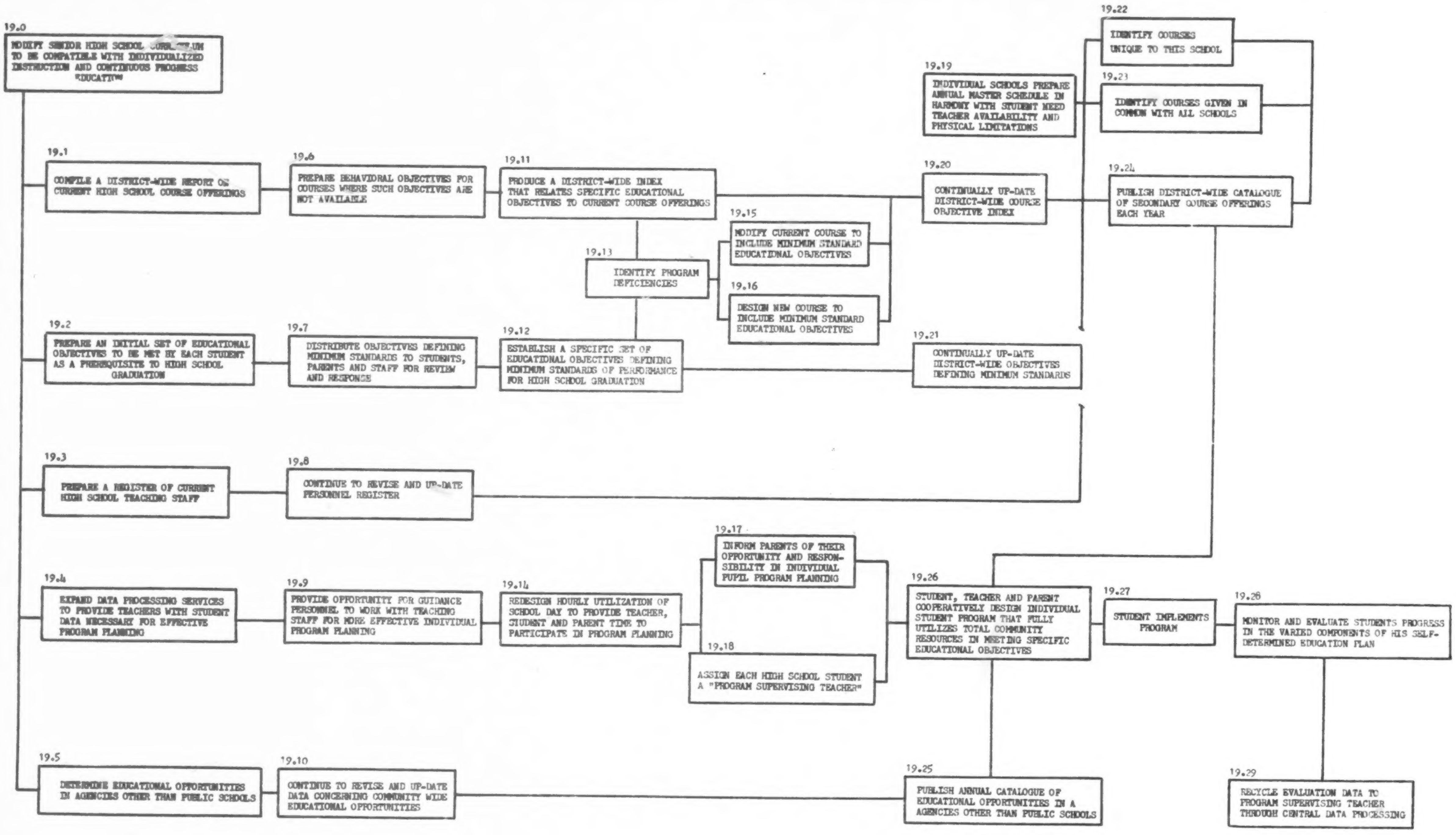
This activity is the responsibility of the student. This is in contrast to the current operating practice where teachers assume the responsibility for the student's performance.

Activity 19.28 Monitor and evaluate student's progress in the varied components of his self-determined educational plan

This will be the responsibility of the individual teachers who are assigned specific subject areas or "classes". Monitoring methods will vary with the nature of the class being monitored and the personality of the teacher doing the monitoring. The evaluation however should be standardized. At specified points in the designed program the student should make response to specific test instruments already designated in the educational objectives. The extent to which the student has achieved objectives, as measured by these test instruments, should be immediately reported to the student. This report to the student should include a report of his total achievement and an item analysis, so the student may identify the areas where progress has been weak. The results of the standardized evaluation should be made available to the parent and be sent to the central data processing center. There is no need for a direct route of communication between the teacher monitoring the achievement of subject matter and the program-supervising teacher. As the opportunities in this activity series are fully developed, subject-monitoring teachers will be found in a variety of schools and other agencies — environments appropriate to the particular type instruction being pursued. The program-supervising teacher would be identified with a single specific senior high school.

Activity 19.29 Recycle evaluation data to program-supervising teacher through central data processing

This is the responsibility of the central data processing personnel. As central data processing receives evaluation reports from individual subject-area monitoring teachers, central data processing would then send the reports of individual pupil's achievement to that program-supervising teacher who was reaponsible for supervising the total student program. This, then, would become a part of the ongoing record initiated in Activity 19.4 and a basic document used in continual individualized program planning.


19.0
MODIFY SENIOR HIGH SCHOOL CURRICULUM TO BE COMPATIBLE WITH INDIVIDUALIZED INSTRUCTION AND CONTINUOUS PROGRESS "EDUCATION"
19.1
COMPILE A DISTRICT-WIDE REPORT ON CURRENT HIGH SCHOOL COURSE OFFERINGS
19.6
PREPARE BEHAVIORAL OBJECTIVES FOR COURSES WHERE SUCH OBJECTIVES ARE NOT AVAILABLE
19.11
PRODUCE A DISTRICT-WIDE INDEX THAT RELATES SPECIFIC EDUCATIONAL OBJECTIVES TO CURRENT COURSE OFFERINGS
19.13
IDENTIFY PROGRAM DEFICIENCIES
19.15
MODIFY CURRENT COURSE TO INCLUDE MINIMUM STANDARD EDUCATIONAL OBJECTIVES
19.16
DESIGN NEW COURSE TO INCLUDE MINIMUM STANDARD EDUCATIONAL OBJECTIVES
19.20
CONTINUALLY UP-DATE DISTRICT-WIDE COURSE OBJECTIVE INDEX
19.19
INDIVIDUAL SCHOOLS PREPARE ANNUAL MASTER SCHEDULE IN HARMONY WITH STUDENT NEED TEACHER AVAILABILITY AND PHYSICAL LIMITATIONS
19.22
IDENTIFY COURSES UNIQUE TO THIS SCHOOL
19.23
IDENTIFY COURSES GIVEN IN COMMON WITH ALL SCHOOLS
19.24
PUBLISH DISTRICT-WIDE CATALOGUE OF SECONDARY COURSE OFFERINGS EACH YEAR
19.2
PREPARE AN INITIAL SET OF EDUCATIONAL OBJECTIVES TO BE MET BY EACH STUDENT AS A PREREQUISITE TO HIGH SCHOOL GRADUATION
19.7
DISTRIBUTE OBJECTIVES DEFINING MINIMUM STANDARDS TO STUDENTS, PARENTS AND STAFF FOR REVIEW AND RESPONSE
19.12
ESTABLISH A SPECIFIC SET OF EDUCATIONAL OBJECTIVES DEFINING MINIMUM STANDARDS OF PERFORMANCE FOR HIGH SCHOOL GRADUATION
19.21
CONTINUALLY UP-DATE DISTRICT-WIDE OBJECTIVES DEFINING MINIMUM STANDARDS
19.3
PREPARE A REGISTER OF CURRENT HIGH SCHOOL TEACHING STAFF
19.8
CONTINUE TO REVISE AND UP-DATE PERSONNEL REGISTER
19.4
EXPAND DATA PROCESSING SERVICES TO PROVIDE TEACHERS WITH STUDENT DATA NECESSARY FOR EFFECTIVE PROGRAM PLANNING
19.9
PROVIDE OPPORTUNITY FOR GUIDANCE PERSONNEL TO WORK WITH TEACHING STAFF FOR MORE EFFECTIVE INDIVIDUAL PROGRAM PLANNING
19.14
REDESIGN HOURLY UTILIZATION OF SCHOOL DAY TO PROVIDE TEACHER, STUDENT AND PARENT TIME TO PARTICIPATE IN PROGRAM PLANNING
19.17
INFORM PARENTS OF THEIR OPPORTUNITY AND RESPONSIBILITY IN INDIVIDUAL PUPIL PROGRAM PLANNING
19.18
ASSIGN EACH HIGH SCHOOL STUDENT A "PROGRAM SUPERVISING TEACHER"
19.26
STUDENT, TEACHER AND PARENT COOPERATIVELY DESIGN INDIVIDUAL STUDENT PROGRAM THAT FULLY UTILIZES TOTAL COMMUNITY RESOURCES IN MEETING SPECIFIC EDUCATIONAL OBJECTIVES
19.27
STUDENT IMPLEMENTS PROGRAM
19.28
MONITOR AND EVALUATE STUDENTS PROGRESS IN THE VARIED COMPONENTS OF HIS SELF-DETERMINED EDUCATION PLAN
19.5
DETERMINE EDUCATIONAL OPPORTUNITIES IN AGENCIES OTHER THAN PUBLIC SCHOOLS
19.10
CONTINUE TO REVISE AND UP-DATE DATA CONCERNING COMMUNITY WIDE EDUCATIONAL OPPORTUNITIES
19.25
PUBLISH ANNUAL CATALOGUE OF EDUCATIONAL OPPORTUNITIES IN A AGENCIES OTHER THAN PUBLIC SCHOOLS
19.29
RECYCLE EVALUATION DATA TO PROGRAM SUPERVISING TEACHER THROUGH CENTRAL DATA PROCESSING

ACTIVITY SERIES 19

MODIFY SENIOR HIGH SCHOOL CURRICULUM TO BE COMPATIBLE WITH INDIVIDUALIZED INSTRUCTION AND CONTINUOUS PROGRESS EDUCATION

"He was never less at leisure,
than when at leisure."
-- Cicero 106-143 BC
Scipio Africanus

ACTIVITY SERIES 20 MAKE ADULT EDUCATION AN INTEGRAL PART OF THE TOTAL PUBLIC SCHOOL PROGRAM OF CONTINUOUS PROGRESS EDUCATION

PRESENT PERSPECTIVES

Traditionally, adult education has been the stepchild of the public schools. Consideration of several aspects of the present adult school program.leads to this conclusion.

Physical Facilities

Facilities available to the adult school are those designed primarily for day school use and they must be used concurrently with the "regular" program. This does not mean that there is an equal sharing of the facility. Its use for the day school program addressed to younger students has a higher priority. Any compromise needed in the use of the facility is reconciled in favor of the day school. For example, the environment for an adult program must be created when the adult teacher reaches the plant, used to teach the adult classes, and then the day school environment must be recreated before the adult teacher departs.

Staff

The adult school staff consists of only three persons, a principal and two deans. They have the task of designing the program, publicizing the program, arranging facilities, making curriculum materials available, recruiting, training, assigning and supervising teachers to implement the program, assisting adults who are relatively unfamilar with school operation as they develop educational programs to meet their individual needs, preparing the budget for the program, and evaluating the results. This limited staff faces two massive contraints. They must perform all these services without interferring with the day school program and the program they are supervising is widely spread throughout the district.

The actual teaching staff consists generally of two types of individuals — public school teachers who are "moonlighting" after having rendered full educational service at some other institution, or lay citizens who have demonstrated some talent for teaching and recognize the need for adequate adult education. Neither of these groups has the benefit of specialized training needed to effectively teach adults.

Curriculum

The curriculum provides instruction in five major areas:

1. It provides citizenship training This program is currently functioning well and should be continued.
2. It provides basic education primarily focused on developing communications skills. Because the teachers responsible for teaching this program have already taught a full day, their methods consist mainly of minor modifications of a curriculum designed for much younger students. The modifications generally

consist of eliminating childlike activities, but rarely include the addition of activities designed specifically for adults. The adults who would most benefit from this basic education program are those lacking in communications skills either because of a language barrier or because of previous negative experiences with school. Even though it is recognized that these potential students lack basic communications skills, we depend upon traditional communication mechanisms such as the press and newspaper releases to advertise the availability of these courses. It is no wonder that the enrollment is proportionately small when compared with community need. Repeating for emphasis, we publish a written newspaper advertisement of courses offered to teach people to read.

There is a program leading to the granting of high school diplomas. The problems associated with this part of the curriculum are similar to those associated with the basic education program. Many adults who should participate in this program are school dropouts who find it very difficult to re-enter a formal school program for any of several reasons:

a. It means acknowledging an educational inferiority,

b. It means re-entering an environment previously perceived as hostile,

c. It means an additional burden on an already full working day, and for many it presents a physical inconvenience in getting to the school where the instruction is offered.

4. A curriculum includes vocational training classes such as those that are part of the manpower development programs. Such classes provide specific training for low skill occupations.

5. The fifth major area of the adult school curriculum is a combination of cultural or recreational classes. It is this area of the program that addresses the citizens of the community at large and it is this area of the program that is most inadequate.

MANDATE FOR CHANGE

A look into the future, as was done in Part I of Volume B, tells us that we may expect not only an abundance of things produced by a highly developed technology, but also tremendous increase in "leisure" time. That this may be a liability rather than a benefit is pointed out by J. Pieper in his essay "Leisure the Basis of Culture," in which he states,

> One must work if not from taste then at least from despair or to reduce everything to a single truth, work is less boring than pleasure.

Our society is rapidly approaching an era, perhaps in ten years, perhaps in twenty, when the age old distinctions between "work" and "play", between "free time" and "leisure" will no longer be relevant. In this rapidly approaching era, teaching people to "play" will be a social imperative rather than an unnecessary economic burden.

Current deficiencies in parts of the curriculum are a lack of a regular procedure to develop programs that effectively utilize leisure time, lack of perceived need for their development, and a failure to inform effectively the citizen at large of opportunities available through a comprehensive total community-wide adult education program. Configurations of education developed in Volume B and specific recommendations in Activity Series 1 through 19 of Volume C indicate that education should be a community-wide total involvement program for all citizens regardless of age or grade level. To this end project recommendations call for a program of continuous progress and individualized instruction to meet the needs of every citizen. Artificial barriers of grade level identification and the unrealistic termination of public school responsibility with the granting of a high school diploma have obscured the need for continuing education. The recommendations in the activities in Volume C should be interpreted as meeting needs of all citizens at all age levels and should not be restricted to meeting the needs of students generally under the age of eighteen.

RECOMMENDATIONS

To make the adult education program an integral part of the total puplic school program, let us once again look at the three general areas of facilities, staff and curriculum in the light of specific recommendations made in Activity Series 1 through 19.

Use of Facilities

Activity Series 15 develops a means by which the schools themselves would be open everyday from 7 a.m. to 10 p.m., six days per week, all year.

Insofar as we can presently accommodate all of our students, pre-school through grade 12, in those facilities between 9:00 and 3:30 five days a week, 36 weeks per year, it is evident that this additional space and time could be utilized by adults. In designing individual school programs as indicated in Activity Series 7.0 and 19.0, the needs of adults as well as the needs of youth should be considered simultaneously. Because the expanded role of the school is to monitor rather than provide all educational services, the use of facilities other than public schools should be seriously considered, as indicated in Activities 4.0, 7.0, 11.0, 14.0, 15.0, 17.0 and 19.0.

Staff

Adult education teachers should not be second class citizens. The responsibility for teaching adults is as great as is the responsibility for teaching youth so teachers should be provided with equivalent preparation time and compensation. Activity Series 2.0 illustrates a method by which schools can be appropriately staffed to serve their different programs. It is anticipated that if a school is properly serving the needs of the surrounding neighborhood it will be serving adult needs as well as youth needs. As schools design schedules for individual teachers within the school (Activities 7.0 and 19.0), adult teaching responsibility would be an integral part of the teacher load. The in-service education recommendations, (Activity Series 8.0), provide the district with the opportunity to specifically train teachers for expanded roles meeting the needs of both youth and adults. The importance of this expanded role cannot be underestimated. The present practice of isolating the teacher with a narrowly restrictive age level student has narrowed the teacher's perspective of his teaching role. Full implementation of the above recommended activities related to staff would potentially make every teacher in the Fresno system a teacher in the adult school and every school principal a principal in the adult school. In this manner, a principal responsible for monitoring the instructional program of a specific school plant would not have to share his responsibility for monitoring that program with another principal who was guiding another program in the same plant either simultaneously or at another time. The present managerial role of the adult school principal would become that of an adult education director similar to that of the vocational education director, and he would have the responsibility for program development and coordination to meet the community-wide needs of adults.

Curriculum

To be relevant, a curriculum focused on the needs of adults should be developed by adults (Activity Series 6.0). The problems of involving adults in the development of school programs is met in Activities 5.0, 7.0, 11.0, 14.0, 17.0 and 19.0. In these recommended activities, specific lay citizen advisory groups are indicated for every school, every grade and every curricular area. Their responsibility is monitoring and suggesting program development for their particular areas of interest, and their thinking should be broadened to include adult needs as well as the needs of youth. A specific recommendation is that responsibility for monitoring vocational aspects of the present adult school should be transferred to the Fresno City College, (Activity 11.0), so that these manpower development vocationally-oriented offerings could be coordinated with all other vocational offerings in the community-at-large. Appropriate to this coordination, some vocational activities would probably continue to be offered through adult education classes.

Full utilization of these activities in developing an adult curriculum should result in adult offerings at every school in every part of the community. Individual schools will no longer have the appearance of a child depository for the daylight hours but rather be community educational centers. It is through these community educational centers that all citizens of the community, adults included, are introduced to the wide range of educational opportunities available either at that center or at another agency offering an educational program coordinated and monitored by the Board of Education as a part of the total community educational process, (Activity 7.0).

Tomorrow's School...

> "Relations between people will gain a new depth and subtlety. At a time when communications are instant and global, when misunderstanding can bring catastrophe, our current modes of relating to one another just won't do."
>
> --George B. Leonard

ACTIVITY 21 MEET THE EDUCATIONAL NEEDS OF MINORITIES

THE PROBLEM AND ITS PERSPECTIVES

Solutions to the problem of achieving quality education for Fresno's minority students are quite simple in the minds of many. Some feel integration is the clear solution; others argue that modification of programs within the current de facto segregated situation in Fresno can and must accomplish the same goal. Solutions, in fact, must take into account mind-wracking complexities of differing community values, conflicting legal precedents, interpretations and pressures, financial limitations, existing housing patterns, rights of both minorities and majorities, and the all-important and conflicting emotional commitments of the citizens of the community. Solutions are not simple; few if any communities have found them to their total satisfaction.

Social Imperatives

Our society is now in the process of significant change. The guarantees of our revered Constitution and Bill of Rights have clearly been denied to many. Minority groups affected by such denial now are making their dissatisfactions known, and their claims to full citizenship rights are becoming honored, as they justifiably must be.

A significant concern of minorities involves quality education as a basis for social and economic self-improvement. Quality education must provide realistic experiences for all. When minority students associate only with minority students, or when students of the majority have contact only with their own kind, both are denied essential educational experiences that combine realistic adjustment to a society that claims equality for all. The stark choice that faces our society today is between implementation of the ideals we espouse, or acceptance of a society of increasingly separated, competetive and antagonistic ethnic populations. An unfortunate but real possibility is massive confrontation of violence with disastrous consequences for the entire society.

The social concern has been expressed by a number of citizens to the Board of Education in presentations during the months of February through May of this year; the Board of Education has repeatedly emphasized its concern. Few in our community deny the existence of this social imperstive; but the means for approaching the ideals of human interraction and understanding we seek, and the specific moral and legal responsibilities of the public schools are still the subject of major disagreement.

Legal Imperatives

Two analyses of legal aspects of school racial imbalance and its elimination have been presented to the Board of Education. Implications of Federal and State laws and the guidelines established by the California State Board of Education were discussed in a Project Design presentation on February 27, 1969 entitled "Legal Aspects - The Question of De Facto Segregation".

The following appear to be the major legal considerations currently appropriate in a discussion of racial balancing:

1. Racial discrimination is clearly forbidden by the courts as in violation of the 14th Amendment to the U.S. Constitution. Southern states "consequently" have been forced to desegregate on the basis of a ruling that legal or de jure segregation in schools constitutes discrimination.
2. To date, school boards have not been held legally responsible for elimination of racial imbalance in racially segregated schools where the segregation has come about as a result of established community housing patterns (de facto segregation). The U.S. Departments of Justice and Health, Education and Welfare are examining districts with severe de facto segregation for Civil Rights Act discriminatory inequity in school budgets, school staffing, program and curriculum, and facilities.
3. School boards do have the right to balance schools racially if, in their judgment, educational process will be improved.
4. The significant weight of court precedent indicates that desegregation of schools is desirable, but specific limits and methods have not been presecribed.
5. California court cases are pending which could result in specific enforcement of provisions of the State Board of

Education's guidelines for racial balance in California's public schools.

Educational Imperatives

There can be little question that educational attainment of students in schools with large minority populations is significantly below that of students in majority schools. Schools of compensatory status are consistently lower in achievement than those attended by students representing families of higher socio-economic status (SES). Project Design's Analysis of Achievement, (Publication 5) and Abt Associates' evaluation of Fresno's ESEA Title I programs (November, 1968) present convincing evidence of this fact. Several project needs assessment documents (No.'s 1, 2, 5, 6, 26, 27 and 28 in particular) also indicate district staff, student, community and specialist concern about the discrepancy extant within the district in terms of minority (or low SES) student achievement. If public education is to serve the crucial needs of our expanding society, it cannot allow such a discrepancy to exist; every possiblity of improving the educational productivity of our minorities must be explored.

In the minds of West Fresno school teachers, as stated in reports to the Board of Education by the Fresno Teachers Association Ad Hoc Committee on De Facto Segregation, the existing situation of racial imbalance has a significant negative effect upon the educational aspirations and accomplishment of the minority student. The U.S. Supreme Court decision in the famous Brown case (1954) declared that segregated education is inherently unequal; the Pasadena (California) Jackson case emphasized that whether de jure or de facto, segregation has a negative influence on students.

From such concern has come pressure for the elimination of segregation which so closely parallels low school achievement. An operating assumption, consequently, is that elimination of segregation will improve educational accomplishment.

This assumption, which in part underlies Federal, State and local pressures to desegregate, has been neither proved nor disproved by adequate research. The Coleman Report, Equality of Education Opportunity, indicated that minority students who were integrated tended to improve in achievement, and the non-minority students with whom they attended school were not negatively affected. Coleman felt, however, that the results did not justify the conclusion that desegregation is a panacea. Studies of desegregated students in Syracuse, Philadelphia, Berkeley, and Seattle as reported in the 1967 Civil Rights Commission Report, Racial Isolation in the Public Schools, tended to support the positive influence of desegregation for school achievement, but recent phone contacts with two of these districts by the Fresno City Unified School District Research Office disclosed some hesitancy on their part to relate positive effects directly to the process of desegregation. The voluntary nature of the integrative processes in both cases brought into consideration extraneous factors that made cause-effect conclusions highly questionable.

Another complex factor involves the question of standards. The tendency exists to measure achievement of students in terms of absolute standards rather than in terms of the relative progress of the individual. The implication is that standards would be more realistic if they were to provide a variable rather than an arbitrary measure of success. The question of the possible lack of similarity of real objectives of minority as compared to majority students or minority as compared to majority communities is also an issue of considerable philosophical concern. The existing educational objectives for the two groups are presently accepted as generally the same. The degree to which this similarity should be is a question with which our society must wrestle and which our educational system must decide if realistic programs are to be provided. In another sense, how should "relevance" be defined in specific reference to our community's educational programs and to what degree should programs vary?

In summary, low educational attainment for minority students is clearly related to attendance at segregated or imbalanced schools. Conclusive evidence does not exist that desegregation in itself affects achievement either positively or negatively.

An assumption, and the weight of judicial decision, nonetheless, is that racial balancing is a legitimate goal for schools within America. It should be clearly understood, however, that social benefits of desegregation may in themselves justify the process, even without overwhelming evidence of educational benefit. Interpretation of what educational benefits are sought is essential (i.e., an individual reading skill versus an attitude of accepting others who are different). This is primarily a matter of societal value, perhaps mixed in part with some educational value.

Neighborhood Schools and De Facto Segregation

The neighborhood school concept in which students attend schools nearest their homes is commonly accepted for the American public education system, and has been the rule since the founding of Fresno's public schools. As this community grew and most communities have grown, people built and bought homes in areas where neighbors had similar social, economic and ethnic characteristics. As social and economic pressures operated, minority ethnic groups and others in low socio-economic categories tended to group into ghetto areas. These neighborhood patterns determined school attendance, and as minority populations grew in the city, schools quite naturally reflected the different racial and socio-economic composition of their neighborhoods. The result in Fresno, as in numerous other cities, has been de facto segregated schools. The cause may be different, but the educational result is much the same as that of the segregated schools recently declared illegal in the South. The school system of Fresno need not accept responsibility for creating the situation, but it cannot ignore its effects upon quality education for the nearly one third of its students who are minorities.

One fact, unpalatable to many, must be made abudantly clear — if racial balance is to be achieved in a neighborhood school system in which segregated housing patterns exist, movement of students to different schools must take place in some form. It is naive to assume that balance can be accomplished without such movement; the means and purpose of the movement constitute the only points at issue.

C

Board of Education Studies of De Facto Segregation

In February, 1969, Project Design presented to the Board a summary of study projects initiated to date within the district and noted the conclusions of each. Dr. Paul Lawrence's Student Community Improvement Project report, which laid groundwork for our present compensatory education program, was the first of the series. The first board commissioned study was the Study Committee on Patterns of Education (SCOPE) chaired by Dr. Richard Sparks, which made a series of recommendations in 1963 designed to improve education for minorities. The Design Team in 1966 presented an additional analysis with suggested integration guidelines, and proposed the creation of a comprehensive master planning project which, in the Fall of 1967, had been funded and was initiated. Designated Interagency Planning For Urban Educational Needs, the name was shortened to Project Design (not related to the former Design Team).

Board Actions Designed to Improve Education for Minority Students

Through the Fall of 1968, efforts of the district had been concentrated in the general areas of compensatory education, voluntary transfer and human relations.

Compensatory education programs under Title I ESEA were directed toward the improvement of educational equipment and programs in schools attended by students of low-income families. Over 8 million dollars has been expended in Fresno in this effort through 1968-69. A thorough evaluation of the program was presented to the Fresno school board by Abt Associates in November, 1968.

Attempts to improve racial balance within the district to date have depended upon voluntary movement of students. The open enrollment policy established in 1963 has allowed a total of over 3,000 pupils to transfer to schools of their choice. Many of these, however, were not minority students. A significant evaluation of the effects of the open enrollment policy from 1963-68 is contained in a research document prepared by Merlin Miller at the University of Southern California in August of 1968. The thesis is entitled "Change of Attendance Patterns in the Secondary Schools in the Fresno City Unified School District as a Result of Open Enrollment".

During this period, a human relations staff was established and then later expanded. A complete report of staff activities was presented to the Board in May, 1968 by the director of human relations. The staff coordinates district activities to improve intergroup relations including advisory service to ESEA Title I compensatory programs, curricular modifications at minority schools, monitoring of open enrollment activities and maintaining a district human relations liaison office.

CURRENT STATUS

As previously noted, the process of master planning pursued by Project Design has been a dynamic one; factors upon which preliminary assessments were made have been modified considerably. This has been particularly true in the area of minority needs. Directions and constraints which have an effect on the over-all perspectives of the problem have been subject to constant district, community and project interplay and modification. Between school years 1967-69 six significant factors have been added to the list of those which must be considered in any program involving minority needs.

Passage of bond issue and development of building program.

In November, 1968 the electorate of the Fresno City Unified School District considered and approved a school construction package involving a total sum of 27.5 million dollars, comprised of a combination of district and state aid funds. The proposal included a construction program designed to meet the needs of increasing enrollment over the next few years and to replace those buildings rendered unsafe by the recent Field Act (earthquake) legislation. The proposal was built upon continuance of the neighborhood schools concept in the district. The building construction program is now well under way and includes the utilization of open space buildings to provide maximum flexibility for whatever curricular or school organizational pattern changes might be forthcoming in the future. Project Design recommendations have been formulated to include these construction program plans as constraints.

Development of short-range proposals and long-range goals

In February, 1969 the administration presented to the Board of Education a series of ten proposals designed to improve the quality of education for minority students within the district and to accelerate progress in reducing racial barriers through the encouragement of minority student movement. The proposals were admittedly short-range and included controlled open enrollment (in which minority students would be provided transportation at district expense), a planned West Fresno model elementary school to serve as a magnet to students throughout the community, controlled enrollment of the new junior high school authorized by the November bond issue, and a series of activities designed to strengthen and expand educational programs in minority schools. The long-range goal, as defined in the proposal, essentially is the long-range goal outlined for the federally funded General Neighborhood Redevelopment Area (GNRA) and is a cooperative effort of the Redevelopment Agency, Model Cities, the Urban Coalition, City of Fresno and Fresno City Schools. The GNRA goal is to physically revitalize the westside (minority) community over a period of years with resultant attraction of majority citizens and business into the westside area. Supported by social and economic programs and excellent schools, it is hoped that the pattern of segregated housing now extant within the community may be broken and that effective integration of the community's citizens may be accomplished. The long-range goal of GNRA is anticipated to require a minimum period of 15 years.

Community dialogue

During the months of February through May of 1969 approximately 50 presentations were made to the Board of Education by interested citizens, students, teachers and representatives of community groups. The essence of these presentations is summarized in a report by Project Design entitled Ethnic Balance Proposals and the Building Program, presented to the Board of Education April 10, 1969. Although consensus was difficult to establish, the community dialogue did provide the basis for several conclusions regarding community attitude and expectation:

1. The community continues to be concerned about quality of

education afforded its minority students.

2. Little consensus exists as to the means for ensuring quality education for minorities.
3. Considerable opposition to the concept of required student movement to achieve racial balance exists within the community.
4. The minority community is not sympathetic with proposals to achieve racial and educational balance in which the responsibility for movement is placed entirely upon the minorities.

Plans suggested community and study groups authorized by the Board of Education for the elimination of racial imbalance include closure of westside schools and distribution of students throughout the remainder of schools in the community, operation of neutral ground schools in which the distance for transportation of students of all areas within the community would be at a minimum, complex patterns of two-way busing designed to achieve racial balance in each school, creation of magnet schools containing specific specialized curriculum designed to attract students of all ethnic groups throughout the community, and the creation of educational parks, to accommodate all students from broader attendance areas.

Investigation by the Department of Health, Education and Welfare

During the first weeks in April, 1969 the Fresno City Unified School District was visited by representatives of the Department of Health, Education and Welfare. The investigating committee had been charged with the determination of the degree to which the Fresno school district might be in violation of Title VI of the Civil Rights Act of 1965 by discriminating against minority students. The purpose of the investigation, it should be noted, was not to determine whether de facto segregation exists, since this has been adequately established. If, however, it is determined by the department that discrimination in educational facilities or services exists within the community, Fresno faces the possible loss of Federal aid. No indication as yet has been received as to the possible decision of the department, and a complete report is not anticipated until Fall, 1969.

The initiation of law suits by the California Attorney General against Bakersfield City Elementary School District and San Diego Unified School District

As previously noted, Federal desegregation suits against school districts have been successfully pressed in cases involving de jure or legal segregation in the Southern States. No suits to date against school districts segregated on de facto basis have been successfully pressed except in cases in which discrimination has been proved. Neither Federal Court decision nor the guidelines provided by the department of Health, Education and Welfare, in respect to compliance with provisions of Title VI of Civil Rights Act, are directed toward de facto segregated situations. The United States Commissioner of Education, James Allen, has stated that such prosecution remains thus far the rightful realm of state and local governments.

In February, 1969 The California State Board of Education modified its existing policy regarding segregated schools by defining the numerical limits of acceptable school racial balance. The Board stated that any school which has within its student body a variance of more than 15 percentage points above or below the district average of minority students is racially imbalanced.

In pursuance of this provision, the California Attorney General has filed suit against the Bakersfield City Elementary and San Diego Unified School Districts as alleged violators. Successful prosecution by the State of California in these cases could clearly establish the legal validity of the guidelines and, in addition, could provide the legal basis and the limitations for enforcement of desegregation within the California schools. Successful prosecution could result in an eventual mandate for integration for the Fresno City Unified School District.

Modification of compensatory education provisions

Over the past six years compensatory education programs throughout the district have been distributed throughout all grade levels. Recent evaluations have indicated that effectiveness of compensatory education programs has decreased as the programs reached students in higher grades. Consequently, guidelines for compensatory education programs for the coming year provide for exclusive emphasis in elementary grades. The effect is the elimination of compensatory funds from secondary schools. Fresno consequently, must provide alternate funding for existing programs, or be forced to cut back meaningful programs in minority secondary schools. Under present provisions, programs proven to be effective will be concentrated, but fewer students in total will be served.

RACIAL BALANCING

Regardless of which imperatives are used, many believe that racial balance among schools of a community is essential. The State Board of Education in February, 1969, provided a milestone when they specifically defined racial imbalance. Reference is made to the California Administrative Code, Title V, Sections 2010 and 2011.

In May of 1966, the Fresno Board of Education in providing directions and instruction for the Design Team adopted the following resolution:

> The Board of Education of the Fresno City Unified School District:
>
> 1. Is committed to provide for all children of the community every possible opportunity to develop their individual potential.
> 2. Recognizes the existence of ethnic imbalance of schools in Fresno.
> 3. Recognizes that ethnic imbalance in schools restricts the educational opportunities for maximum development of individual potential.

THEREFORE, BE IT RESOLVED that the Design Team be instructed to investigate and recommend fiscally feasible and educationally sound procedures with both short-term and long-term goals to eliminate ethnic imbalance as it affects the educational offerings in the schools of Fresno.

The resolution indicates a recognition of ethnic imbalance in Fresno and indicates a clear-cut desire to eliminate the imbalance within the community. The Board reemphasized its concern on June 1969, by adopting in principle the guidelines presented by the Fresno Teachers

Association regarding the elimination of racial imbalance.

Master plan recommendations in this area are based on the following assumptions:

1. Satisfaction of the State Board of Education guidelines will be impossible without student movement in some form.
2. There is little likelihood that changes in patterns of housing will overcome community de facto segregation.
3. Current community attitudes indicate that radical movement of students is likely to incur community opposition which would negate its potential advantages.
4. There exists a clear possibility that legal action might result in a mandate to desegregate schools regardless of the cause of segregation, at which time the Fresno City Unified School District must consider potential plans for student movement regardless of community feeling.
5. Any movement of students, prior to total acceptance of its need by the community, must be accomplished for education purposes of at least equal value to the accomplishment of social purposes.
6. Any student movement must be preceded by a program which will include sufficient community involvement to enable a development of community support for such movement.

Analysis of Means of Desegregation

The concern of the community for a resolution of this problem has been demonstrated through a multitude of suggestions by citizens, and by studies commissioned by the board, all motivated by a sincere desire to find an equitable solution. Many of the proposals have been in terms of program and curricular modification; most have involved means for accomplishing racial balance. Program and curricular modifications have, in many cases,been acted upon by the board and some are incorporated in the Educational Master Plan.

This analysis outlines the positive and negative aspects of each major type of suggestion for improving school racial balances.

1. School closures and expansion of existing facilities.
    a. Essence.

    Since schools serving heavy minority populations demonstrably produce low achievement, close existing imbalanced schools and transport minority students to remaining district schools to accomplish racial balance. Various closure patterns are possible, but in most proposals of this type the intent is clear cut -- close westside schools, absorb minority students in majority schools.

    b. Advantages
        (1) Accomplishment of racial balance
    c. Disadvantages
        (1) Prohibitive costs in both transportation and necessary expansion of existing facilities.
        (2) Difficulty of determing equitable distribution

of students to receiving school except on arbitrary basis.

(3) The totality of inconvenience is placed upon minority students.

(4) Questionable utilization of existing facilities.

(5) Geographic location of Fresno's minority students would require long distance bussing for many students.

(6) Existing facilities are now overcrowded.

2. Boundary Modifications

a. Essence.

Modification of existing attendance zones to accomplish racial balance.

b. Advantages.

(1) Accomplishment of racial balance.

(2) Student school assignment continues on other than arbitrary basis.

(3) Allows students in neighborhood areas to maintain association.

c. Disadvantages.

(1) Geographic distribution of minorities in peripheral areas of Fresno would necessitate "gerrymandering" attendance zones into non-contiguous or separated portions. In other communities in which minorities are clustered in central neighborhoods, boundary adjustments may reasonably accomplish

racial balancing. Fresno is not such a district.

(2) Necessary transportation would be massive and very costly.

(3) Gerrymandering of attendance zones to accomplish segregation is illegal; gerrymandering zones to accomplish desegregation is open to legal question.

(4) In the absence of school closures, both majority and minority students would have to be transported, a process quite unpalatable at present to Fresno citizens.

3. Neutral Ground Schools. (Educational Parks)

a. Essence.

Establish enlarged schools to serve both majority and minority students from large attendance zones. Centralized services is a characteristic of most proposals. Project Design publication #33, School Organization Patterns discusses the concept of neutral ground or educational park schools in detail (see appendix list of publications).

b. Advantages.

(1) Allows economy of school services by eliminating duplication.

(2) Elimination of school segregation since all students come to a single center.

(3) Eliminates difficulty involved in distribution of students otherwise necessary by arbitrary assignment or equally impersonal mathematical formulae system.

c. Disadvantages.

(1) Abandoning existing buildings would entail considerable loss to the district even though some could be utilized as office space, serve specialized functions, or be sold.

(2) Massive transportation would be necessary for students living beyond transportation limits, at prohibitive cost.

(3) Costs for educational park complexes are projected to be more expensive than for traditional schools when including transportation costs for both patterns.

(4) The mixing of students at all age levels in one area concerns many; some means of dividing students by maturity levels would have to be built into the facilities.

Three variations of the neutral ground, or educational park concept, have been suggested for Fresno. The first involves one giant, central educational park to provide all services for all students in the Fresno City Unified School District. Seventy thousand students would be included by the time it could be developed.

This concept is totally beyond the means of the district at the present time. It would involve the eventual dispostion of virtually all schools now built or under construction. Funds necessary to construct such a park may not reasonably be anticipated. Construction of such a complex would have to wait, logically, until the utility of most existing school facilities, including those under construction, was greatly reduced. Operation of such a complex would require extensive expansion of the existing city transportation system or creation of a new one to serve all students in the district beyond a short radius from the educational center.

As reported in publication #33, School Organization Patterns, educational parks as are now being for major metropolitan areas would serve a maximum of some ten thousand students. A few literature references are made about feasibility of complexes to serve up to thirty thousand students, but none have seriously considered a plan for an educational park or complex approaching seventy thousand students.

An alternative application of the neutral ground concept would be the construction of a series of smaller educational parks throughout the city to serve some practical limit of five or ten thousand students each. Assuming equitable geographic distribution of such parks throughout the community, such a pattern would, in effect, result in about six complexes which would serve general areas similar to the existing high schools. While advantages of large size and centralization would be obtained, the distribution of students would be similar to that now existing. Essentially, no racial balancing would result without the same type of movement plan which could be applied to current schools.

It has also been suggested that a single educational park comprising the existing student populations served by Roosevelt High School, Edison High School and Fresno High School be constructed in an area central to the city. Once again, some of the advantages of centralizing facilities and avoiding duplication could be realized; however, the proposals only concern the high school level. Roosevelt High School and Fresno High School, ironically, are the only two high schools in Fresno which meet the State Board of Education guidelines on racial balance; if combined with Edison, the resulting school would be within acceptable racial balance limits, but virtually all of the minority secondary school students within the district would be attending one school. The other three high schools which are racially imbalanced would not be affected, allowing these schools to remain at variance to the State Board of Education guidelines.

The advantages and disadvantages that apply to the various neutral ground concepts, of course, apply to these three variations suggested for Fresno.

4. Grade Level Schools.

   a. Essence.

   This organizational pattern involves a modification of school assignment patterns to include all students of a given grade at a single school (or several schools devoted to a particular grade or a combination of grades).

   b. Advantages.

      (1) Curriculum simplified to fit students of given grade level, and an assumed maturity level.

      (2) Eliminates racial imbalance by drawing together all students at a given grade level into a single school.

      (3) Incorporates some advantages of the educational park in terms of centralization of facilities and materials devoted to a given age group or grade.

(4) Utilizes, given proper distribution, the existing building facilities within the community.

c. Disadvantages.

(1) Requires extensive transportation cost for cross-bussing.

(2) Assumes the likeness of different individuals by their age or grade.

(3) Complex mechanics for transport plans would have to be applied.

(4) Requires great number of school location changes for each individual student during his school life.

5. Voluntary movement patterns (open enrollment)

a. Essence

Allow enrollment at any school within the district by any student. Variations include open enrollment at the expense of students and parents or open enrollment at the expense of the district.

b. Advantages

(1) Allows freedom of choice for all students within the district, providing means for integregation of students who desire its benefits.

(2) Transportation costs, even with district assuming expense for transportation, is not prohibitive.

(3) Voluntary nature of plan insures positive attitude of those transferring with increased likelihood of success.

(4) Does not force students into competitive situations which they are not psychologically prepared to handle.

c. Disadvantages.

(1) Although the open enrollment policy in existence in the Fresno City Unified School District has allowed the opportunity for students to transfer if they so desire, comparatively little racial balance has been achieved.

(2) Open enrollment to date depended upon student-provided transportation, so economic factors may have tended to eliminate students in the lowest economic strata; district provisions to furnish transportation in 1969-70 may have favorable effect.

(3) The effect of open enrollment to date has generally resulted in one-way movement. Although a considerable number of minority students have moved into majority schools, virtually no majority students have voluntarily moved into minority schools.

(4) The tendency exists for the "better" students to leave minority schools consequently depriving the minority schools of student leadership, and to some extent of academic competition. Teachers in minority schools report this as a negative effect on the remaining students in the minority schools, although the process of integregation for transfer students may have been successful.

6. The magnet school concept.

a. Essence

A great number of proposals have been advanced which may be categorized under the general concept of "magnet schools". This may be defined as creation of programs in minority schools of such quality that students of all geographical areas, and racial and socio-economic groups are drawn toward these schools. A vocational-technical-science institute, or model schools as are planned,are applications of the magnet school concept.

b. **Advantages**

(1) Movement of students is justified on educational grounds.

(2) Movement is voluntary.

(3) School boundaries need not be modified nor does arbitrary assignment need be made.

(4) Since magnet school patterns involve voluntary movement, the support of the community is likely.

It should be recognized that none of the proposals above exist in a pure state; each has been employed to some extent and in some combinations in various school systems throughout the nation. An evaluation of the application of such plans must, of necessity, consider unique circumstances of each community in which a plan is designed to operate. A rezoning or boundary change plan, for instance, in a district in which the minorities are centrally located, could very well be effective. A school closure plan in a community with adequate school housing, community support for one way movement, and available finances to support such movement would be a practical possibility.

Two all-inclusive factors seriously limit the potential for racial balance in the Fresno City Unified School District. The first is an evident lack of community support at the present time for any such movement, by significant proportions of the minority as well as the majority community. A second major factor is the lack of adequate funding to support movement of students within the community to achieve this goal. If community support existed, or could be developed, and adequate funding were provided, an equitable solution would be fairly simple. The overriding effect of these negative factors, however, makes the discussion of specific means for movement of students a theoretical one at best.

It was the opinion of the project staff that charting specific means to move students would be a simple process of determining overages and shortages of minorities various schools throughout the district, and setting out appropriate distribution patterns, including transportation requirements, to achieve the sought-after balance. Such a plan, if required and used, should be designed along the following guidelines:

1. Socio-economic data as well as ethnicity should be considered.
2. Fewest numbers should be disturbed.
3. Area groupings would keep many children who move in some school association with their neighborhood playmates, and would simplify transportation.

4. Parents will want younger children in the family to be able to follow older siblings into the same schools.
5. Dollar and time requirements are related more to loading than to distance of movement.

The mechanics of such a movement plan are not extremely complex. Several proposals have already been advanced which, in the absence of existing limiting factors as noted, could be implemented. The closure and expansion plan presented by the Design Team in 1966, for instance, would need very little modification. The implementation of the grade level school pattern as proposed by the Student Non-Violent Coordinating Committee could likewise be adapted to the Fresno city district . Both of these plans could be organized with comparatively little difficulty, but would have an equal lack of acceptability by the community at the present moment. Both entail prohibitive cost. Should such an overt move be made by the Board of Education in the absence of community support, the minority student would very likely be handicapped rather than helped in his achievement of a quality education. Considering the very real and growing financial constraints within the district, transportation programs would of necessity entail cutbacks of district programs which could likewise influence the quality of education provided minorities, and also effect negatively the educational productivity of students throughout the district as a whole.

The Board of Education needs to bear in mind, however, that current state litigation in other districts and the pending report of the Department of Health, Education, and Welfare in respect to Fresno, could bring sudden pressures to bear that would necessitate serious consideration of mandatory movement of Fresno's children to achieve ethnic balance.

Recent steps in the direction of voluntary controlled open enrollement and in the implementation of curricular improvement based on the magnet school concept are positive moves, considering the existing practical restraints. Recommendations of the Master Plan recognize these efforts and suggest others to continue forward in meeting the educational needs of minorities.

RECOMMENDATIONS

Many previous recommendations will benefit minorities although the focus is upon the needs of people, both students and adults.

- Implementation of "staffing unit" procedures gives emphasis to individual school need, i.e.,use of indiginous aides.
- Functional citizen advisory committees in each school will be responsible to recommend to the school and interpret the school back to the neighborhood.
- Personal parent involvement with teachers in planning will result from guidance recommendations.

Special recommendations are made for minority groups or schools.

- Continue efforts to build specially selected master teaching teams.

- Consider major change in the teacher transfer policy which allows a permissive evasion of responsibility and results in a low level of experience at minority schools.

- Continue to distribute minority staff throughout the district where their interests and preferences are considered along with the needs of all children to learn from competent professional models of many types.

- Maintain and expand the aggressive search for well qualified minority personnel, both for teaching and for administration, realizing that competitive salaries and quality working conditions in all Fresno schools are essential.

- Seek opportunities to qualify minority citizens for greater responsibility in school and district positions.

- Eliminate cultural bias on tests.

- Provide in-service education for all staff to develop real understanding of minority cultures.

- Explore the concept of small satellite neighborhood schools with a home atmoshpere for early childhood education programs.

To improve school racial balances.

- Continue to support redevelopment activity of west Fresno and vigorously pursue interagency planning activity to avoid continued drift toward blight in other older central neighborhoods.

- Continue to explore, expand and evaluate voluntary movement focused upon magnet schools and magnet programs.
- Control balance of ninth grade junior high schools as they are implemented.
- Initiate a program to prepare all citizens for accelerated racial balancing if mandated by legal action.

INDEX OF ACTIVITIES

Specific activities, or activity series that meet criteria for Mission Objective are given with each identified criteria statement from Part I of Volume C. An activity numbered with a zero in the decimal indicates the entire series meets the criteria (1.0), an activity with numbers in the decimal location indicates a specific single activity that meets the criteria.

Mission Objective	Criteria for Solution	Specific Activities
A	1	5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.15, 5.19, 6.5, 6.12, 6.13, 6.14, 6.18, 7.11, 7.14, 7.20, 7.22, 7.28, 10.1, 10.4, 10.16, 11.1, 11.2, 11.15, 11.16, 11.28, 11.33, 14.12, 14.20, 15.6, 15.7, 15.10, 15.15, 15.19, 15.23, 17.1, 17.4, 17.6, 17.7, 17,8, 17.10, 17.11, 17.12, 17.16, 17.17, 17.18, 18.5, 19.7, 19.14, 19.17, 19.26
	2	4.2, 4.8, 4.10, 5.7, 5.8, 5.9, 5.11, 5.12, 5.14, 5.19, 6.5, 6.12, 6.14, 6.15, 6.17, 7.6, 7.11, 7.20, 7.22, 9.2, 11.16, 11.33, 14.1, 14.12, 17.6, 17.11, 17.12, 17.17, 17.18, 18.4, 19.17, 19.26
	3	(See recommended activities for A-1) 17.14, 17.15, 17.20
	4	1.4, 3.8, 3.16, 4.3, 4.8, 4.9, 5.1, 5.3, 5.4, 5.13, 5.17, 6.15, 7.6, 7.31, 8.7, 14.10, 17.19

Mission Objective	Criteria for Solution	Specific Activities
	5	4.2, 4.4, 4.9, 4.10, 5.6, 5.10, 11.28, 11.29, 11.30, 11.31, 11.32, 11.33, 14.2, 14.14, 14.19, 15.10, 17.7, 17.17, 19.24, 19.25
	6	4.10, 5.7, 5.10, 5.12, 11.0, 15.10, 17.12, 19.1
	7	4.8, 5.7, 5.8, 5.12, 5.14, 5.19, 6.12, 6.13, 6.18, 7.11, 7.12, 7.20, 7.22, 7.26, 10.8, 14.2, 14.12
	8	5.6, 5.13, 6.15, 7.23, 11.29, 11.31, 14.20, 20.0
	9	1.4, 4.2, 4.8, 4.9, 5.4, 5.5, 5.11, 5.12, 6.17, 7.22, 11.29, 14.2, 14.12, 15.10, 15.14, 15.15, 17.11, 17.12, 17.18
B	1	4.2, 4.9, 4.10, 5.0, 6.0 7.6, 7.11, 7.12, 7.14, 7.20, 7.22, 10.1, 11.1, 11.16, 11.33, 14.2, 14.12, 15.10, 15.14, 15.15, 19.12
	2.	1.9, 1.12, 1.13, 1.14, 4.0, 6.19, 7.33, 7.34, 9.29, 10.22, 10.27, 11.24, 11.42, 12.17, 13.15, 14.26, 19.20, 19.28
C	1	4.0, 5.6, 5.10, 10.6, 17.7, 18.0
	2	4.10, 5.6, 5.10, 10.6, 17.4, 17.7, 18.0
D	1	2.8, 7.0, 8.5, 9.0, 14.22

Mission Objec-tives	Criteria for Solution	Specific Activities
	2	1.0, 3.2, 4.0, 5.6, 5.7, 5.8, 5.9, 5.12, 5.13, 5.14, 5.15, 6.12, 6.13, 7.11, 7.12, 7.20, 7.22, 9.2, 9.3, 10.11, 10.22, 11.21, 11.23, 13.2, 14.2, 14.12, 15.10, 15.14, 15.15, 15.19, 17.4, 17.6, 17.7, 17.11, 17.12, 17.17, 17,18, 19.5, 19.17, 19.26
	3	3.0, 5.0, 6.0, 7.14, 7.22, 9.2, 9.3, 11.1, 11.16, 11.18, 11.19, 11.20, 11.33, 12.10, 12.11, 13.2, 14.2, 14.12, 15.3, 16.4, 17.6, 17.7, 17.9, 17.10, 17.11, 17.12, 17.13, 17.17, 17.18, 18.1, 18.4, 19.5, 19.17, 19.26
	4	1.0, 2.0, 7.8, 7.9, 8.5, 8.8, 8.16, 8.23, 9.3, 9.5, 9.16, 9.23, 10.12, 11.3, 11.7, 11.16, 11.32, 11.39, 13.6, 13.7, 14.2, 14.21, 15.3, 15.17, 17.13, 19.14, 19.26
E	1	1.0, 5.11, 5.12, 7.18, 7.20, 8.7, 9.5, 10.4, 11.6, 11.16, 12.6, 13.3, 13.5, 14.5, 14.6, 14.15, 15.4, 16.9, 16.14, 16.16, 16.17, 16.18, 16.22, 19.2, 19.6, 19.11, 19.12
	2	1.0, 5.11, 5.12, 6.5, 6.13, 7.11, 7.12, 7.18, 8.7, 9.5, 10.4, 11.6, 11.16, 14.2, 14.5, 14.6, 15.4, 19.2, 19.6, 19.11, 19.12

Mission Objectives	Criteria for Solution	Specific Activities
	3	2.7, 7.5, 8.7, 9.5, 10.12, 11.22, 19.6
	4	1.7, 5.12, 6.5, 6.13, 7.20, 9.0, 12.6, 15.7, 19.2, 19.7, 19.12, 19.15, 19.16, 19.21
F	1	9.2, 9.28, 10.18
	2	7.28, 7.31, 8.7, 9.16, 9.24, 9.32, 10.18, 10.20, 12.4, 12.13, 14.20, 19.28
	3	9.0, 9.3, 9.10
	4	7.5, 7.26, 8.0, 9.0, 10.18, 11.12, 11.25, 11.27, 11.41, 12.9, 19.28
	5	1.0, 9.0, 10.18
	6	6.5, 7.11, 7.12, 7.20, 7.28, 9.32, 10.28, 10.30, 19.28
G	1	1.5, 2.4, 3.0, 6.5, 7.10, 7.11, 7.12, 7.26, 7.27, 10.0
	2	6.0, 7.0, 9.0, 10.0, 14.0, 15.0
	3	7.0, 9.0, 10.0, 14.0, 15.0, 19.9
	4	10.0, 11.0, 14.0
H	1	6.0, 7.12, 7.20, 11.22, 14.5, 15.0, 15.11, 19.0
	2	5.7, 5.15, 6.0, 7.11, 7.19, 7.22, 9.0, 11.18, 11.19, 11.20, 14.2, 14.16, 15.10, 15.15, 15.16, 19 26

Mission Objectives	Criteria for Solution	Specific Activities
	3	2.0, 7.0, 11.17, 11.29, 14.0, 15.0, 19.14, 19.26
	4	4.0, 5.7, 5.5, 6.15, 7.18, 7.20, 8.7, 11.18, 11.19, 11.20, 13.16, 14.8, 14.16, 15.6, 15.10, 15.11, 15.14, 15.15, 15.16, 15.26, 17.4, 17.7, 17.17, 17.18, 17.19, 19.26
	5	2.4, 2.7, 2.8, 3.0, 7.25, 8.0, 10.12, 11.7, 14.4, 14.19, 15.12, 15.13, 19.14
	6	1.7, 1.9, 1.10, 2.9, 2.16, 3.10, 4.7, 5.6, 6.16, 7.26, 7.27, 7.29, 7.31, 7.36, 8.27, 9.0, 10.23, 10.28, 11.13, 11.24, 11.26, 11.41, 12.0, 13.10, 14.23, 14.27, 14.30, 16.16, 16.17, 19.28
I	1	4.0, 4.10, 5.6, 5.13, 11.1, 11.16, 11.33, 14.0, 19.24, 19.25
	2	5.7, 5.8, 5.11, 5.12, 6.13, 6.14, 6.17, 7.11, 7.22, 9.2, 11.1, 11.16, 11.33, 13.2, 14.2, 14.4, 14.12, 17.7, 17.11, 17.12, 17.17, 17.18, 19.26
	3	4.12, 5.8, 5.10, 7.22, 11.29, 13.10, 14.4, 15.21, 15.23
	4	4.5, 4.10, 5.7, 5.10, 5.12, 11.0, 15.6, 15.10, 15.15
	5	11.0, 15.0

Mission Objectives	Criteria for Solution	Specific Activities
	6	11.0, 15.0
	7	4.0, 4.10, 5.7, 5.10, 7.19, 11.0, 14.16, 15.11, 15.16, 15.23
	8	7.11, 7.12, 7.20, 10.8, 10.28, 14.0
	9	5.13, 7.5, 7.6, 7.14, 7.20, 14.20, 15.20
	10	5.12, 6.5, 6.14, 7.10, 7.11, 7.12, 7.20, 10.18, 14.20, 15.9, 15.11
	11	6.12, 6.13, 7.12
J	1	1.0, 2.9, 2.16, 7.29, 7.34, 7.36, 8.14, 8.27, 9.0, 9.31, 10.4, 12.6, 14.4, 14.23, 14.27, 14.30, 19.6, 19.12
	2	6.15, 7.31, 8.19, 9.0, 10.23, 10.30, 11.12, 11.24, 11.26, 11.41, 13.10, 14.10, 14.31
	3	2.16, 5.17, 7.36, 10.23, 10.30, 11.12, 11.24, 11.26, 11.41, 14.31
	4	6.13, 7.20, 9.0, 12.0, 14.10
K	1	8.0
	2	2.7, 7.3, 7.5, 8.0
	3	7.29, 7.36, 9.32, 10.12, 12.0, 19.9

	4	2.7, 7.5, 7.13, 8.7, 8.8, 8.13, 8.19, 11.22, 14.21, 19.9
	5	2.7, 3.0, 5.6, 5.13, 7.5, 8.7, 8.13, 10.12, 11.22, 12.10, 12.13, 19.9
L	1	2.0, 7.0, 8.17, 8.21, 11.16, 12.9, 12.12, 14.19, 15.12, 19.5, 19.25
	2	1.0, 2.7, 7.5, 12.9, 12.12
	3	12.0
M	1	3.0, 7.8, 7.9, 8.17
	2	3.0, 3.3, 3.5, 3.6, 3.7, 3.17
N	1	12.0
P	1	1.0, 1.5, 1.11, 2.7, 2.11, 2.17, 2.21, 3.0, 3.1, 3.6, 3.7, 4.8, 5.11, 5.12, 5.19, 6.5, 6.17, 7.0, 7.1, 7.2, 7.27, 8.7, 8.13, 8.19, 9.5, 10.2, 10.16, 10.25, 11.3, 11.7, 11.22, 11.30, 12.10, 12.11, 13.15, 14.12, 17.11, 17.12, 17.17, 17.18
	2	1.0, 5.0, 7.0, 10.2, 10.5, 10.12, 10.16, 10.30, 11.1, 11.22, 14.0
Q	1	3.0, 7.7, 8.5, 10.2, 11.4, 11.31, 13.0, 15.0
	2	3.0, 7.0, 10.2, 11.4, 11.31, 15.0, 17.0

Mission Objectives	Criteria for Solution	Specific Activities
	3	3.0, 4.10, 5.6, 5.10, 6.15, 7.8, 7.14, 8.15, 10.16, 10.28, 10.30, 11.22, 11.35, 12.13, 14.10, 18.0, 19.24
R	1	4.10, 5.10, 11.30, 16.4, 17.7, 17.19, 18.0
	2	Activity Series 1-21 are designed within this constraint.
	3	2.0, 14.0, 15.0
	4	Activity Series 21 constitute intermediate range goals. Long-range goals are presented in Volume B of this report.
S	1	13.3, 13.5, 13.9
	2	13.4, 13.6, 13.7
	3	13.4, 13.6, 13.15, 13.16
T	1	2.7, 4.0, 5.15, 6.7, 7.15, 7.16, 7.19, 11.34, 13.10, 13.16, 14.16, 14.11, 14.17, 15.10, 15.13, 15.16, 15.21, 16.32, 17.8, 18.0
	2	4.0, 5.15, 6.9, 11.34, 15.10, 15.14, 15.15, 15.20, 17.7, 17.19
U	1	1.0, 4.0, 5.4, 5.7, 5.8, 5.12, 7.6, 7.11, 8.7, 14.0, 15.0, 17.7, 17.11, 17.12, 17.17, 17.18, 21.0
	2	2.6, 5.12, 7.5, 14.0, 15.0, 17.7, 17.19, 18.0

Mission Objectives	Criteria for Solution	Specific Activities
	3	5.8, 6.5, 7.23, 10.8, 11.18, 11.19, 11.20, 14.14, 14.19, 15.0, 17.11, 17.17, 17.8
	4	7.0, 9.0, 11.0, 14.0, 15.0, 19.0

III. RECOMMENDATIONS FOR FURTHER STUDY

When schemes are laid in advance,
it is surprising how often the
circumstances fit in with them.
-- Sir William Oster
1848-1919

RECOMMENDATIONS FOR FURTHER STUDY

Cost Benefit Analysis - PPBS

Cost-Benefit Analysis, a system designed to measure benefits of any or all activities within the operation of a school district in terms of their relative costs, is commonly discussed in current educational literature. The state of the art, however, is considerably less advanced than one is encouraged to believe. The measurement of program effectiveness in quantitative terms is clearly handicapped by the present inability of schools to quantify their product, and the tendency to regard education as a process rather than in terms of its eventual product.

Efforts of the State of California to establish PPBS (Planned Program - Budgeting Systems) have likewise been hindered; Peat, Marwick and Mitchell, a private firm hired to pilot PPBS systems in California, has found virtually a total lack of objective base with which to work in some 15 districts in which their studies have been directed.

It is recommended that developments be monitored in cost-benefit analysis research, and in the particular cost-benefit technique exemplified in the PPBS system being attempted in the State of California. Should activities of series 1 (Objectives) be accomplished successfully, Fresno City Unified School District may well be one of the initial districts prepared to profit from such an accounting system.

School Sites

Project Design publication #36, Long-Range School Site Location

Plan, resulting from Mr. Harold Tolmakin's study, has provided specific site recommendations, and has explored the possibilities of boundary changes for the Fresno City Unified School District in keeping with the expansion and demographic shifts effecting the Fresno Metropolitan area. These recommendations were based upon 6-3-3 organization plans; reevaluation of the recommendations should be made with reference to the potentials presented by Project Design regarding organization plan modifications.

Student Government and Student Activities

As programs become increasingly individualized for Fresno's students, the nature of student government and of student activities will quite likely change. Additional student involvement in broader curricular concerns, it is anticipated, will make student government more meaningful in the operation of each school. Study and experience within this area, beyond that provided by Project Design will be necessary to ensure that student government and student activities will attain the point of maximum relevance.

PROJECT PUBLICATIONS

PHASE I — NEEDS ASSESSMENT

Staff Research Reports

1. Brainstorm — Needs Perceived by School Staff
2. Speak-Up — Needs Perceived by Community
3. Student Speak-Up — Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. > Other County School Needs Survey Reports (EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

PROJECT PUBLICATIONS

PHASE II — MASTER PLAN DEVELOPMENT

29. Conclusions from Needs Assessment Publications
30. Summary — Fresno Educational Needs Assessment
31. The Process of Educational Planning
32. Mission Objectives
33. School Organization Patterns
    The Educational Park
    The Middle School
34. Interagency Educational Planning
    Community Planning Process
35. Interagency Educational Planning
    Community Planning Register
36. Long-Range School Site Location Plan

EDUCATIONAL MASTER PLAN

volume A	SUMMARY
volume B	CONFIGURATIONS: DESIGN FOR THE FUTURE
volume C	IMPLEMENTATION: PLANNED CHANGE

PROJECT ADVISORY COMMITTEE

Community

Fresno Council of Parent-Teachers Association (President)	Betty Tackett (1967-68) Goldie Farris (1968-69)
Fresno Council of Churches	Rev. W. B. Yinger (1967-68) Eva Richards (1968-69)
Fresno City and County Chamber of Commerce	L. S. Weber
Fresno Junior Chamber of Commerce	Kenneth W. Scott Bob Rathbone
Central Labor Council	William T. O'Rear
Building and Construction Trades Council	Manuel M. Lopez
National Association for the Advancement of Colored People	Alma Sterling (1967) Dorothy Ethridge (1968) Rev. Julius Brooks (1969)
Fresno County Economic Opportunities Commission	Frank Rodriquez
Mexican-American Political Association	Peter Caudillo
Taxpayers' Association of Fresno County	Joseph O. Mueller
Community Service Organization	Richard Torres
League of Women Voters	Carol Slinkard

School

Fresno City Schools	Dr. Marty Santigian
Fresno Teachers Association	Richard Mallory (1967-68) David Crow (1968-69)
State Center Junior College District	John S. Hansen
Fresno City College	Robert Kelly
Fresno State College	Dr. Richard K. Sparks Dr. Kenneth Beesley
Fresno County Schools	Ernest Poore Rubin Barrios

PROJECT ADVISORY COMMITTEE (cont'd)

School

Fresno County Schools Regional Planning and Evaluation Center (EDICT)	Dr. Gerald Rosander (1967-68) Dr. Jack Dow (1968-69)
Private Schools	Joseph O. Jasmin

Government

Mayor of Fresno	Floyd H. Hyde (1967-68) Ted C. Wills (1968-69)
Fresno City Manager	John Taylor (1967-68) Neil Goedhard (1968-69)
Fresno Assistant City Manager	John Simmons
Fresno Deputy City Manager (Model Cities)	James E. Aldredge
Redevelopment Agency	James Hendricks Stafford Parker
Fresno County Administrator's Office	Terry Roberts

At-Large

William Lyles

Dr. Noel J. Smith

Arturo Tirado

GENERAL CONSULTANTS

Dr. Jefferson N. Eastmond	President, World Wide Education and Research Institute	Principal Master Planning Consultant
Dr. Donald L. Davis	Davis, MacConnell, Ralston, Inc.	Operational Planning
Donald R. Hegstrom	Knight and Gladieux	Operational Planning
Dr. Leland B. Newcomer	LaVerne College	Operational Planning
Dr. Lester E. Shuck	Newport-Mesa Unified School District	Systems Analysis
Max Tadlock	Management Economics Research, Inc. (MERI)	Operational Planning

EXTERNAL EVALUATORS

Stephen A. Bornstein	Abt Associates, Inc. Cambridge, Mass.	Phase I (1967-68)
Dr. Lester Ristow	Office of Superintendent Los Angeles County Schools	Phase II (1968-69)

TASK FORCE SPECIALISTS

Dr. Charles M. Brown	University of Southern California	Reading
Ramon C. Cortines	Covina and South Hills High School	Student Personnel
Dr. Donald DeLay	Stanford University	Teach/Learn Process
Dr. Mary DuFort	Office of Alameda County Superintendent	Foreign Language
Dr. Elliot W. Eisner	Stanford University	Cultural Arts
Michael W. Flaherty	College of the Sequoias	Student Personnel
Ellis R. French	Stanford University	Cultural Arts
Dr. John P. Harville	Moss Landing Marine Laboratories	Science

TASK FORCE SPECIALISTS (Cont'd)

Dr. David C. Hicks	Chico State College	Guidance
Dr. Wendell P. Jones	University of California at Los Angeles	Relevance and Quality of Education for Minorities
George Katagiri	Oregon State Univeristy	Science
Olan L. Knight	Stanford University	Teach/Learn Process
Mrs. Betty Lenthall, R.N.	Alahambra City Schools	Health Education
Dr. Joseph S. Lerner	San Francisco State College	Special Education
Dr. Clarence A. Mahler	Chico State College	Guidance
David Mayer	Fresno State College	Interagency Planning, Community Data Register
David Nyberg	Stanford University	Teach/Learn Process
Dr. Uvaldo H. Palomares	San Diego State College	Special Needs of Mexican-Americans
Bruno Peinado, Jr.	Alameda City Unified School District	Foreign Language
William H. Poidevin	Covina Valley Unified School District	Student Personnel
Dr. Dan Pursuit	University of Southern California	Brainstorm Leader
Carl H. Read	Burbank Unified School District (Retired)	Adult Education
William H. Rector	Chico State College	Guidance
Barry Rosenblatt	Fresno State College	Interagency Planning, Community Data Register
Dr. Jerome H. Rothstein	San Francisco State College	Special Education
Dr. Merville C. Shaw	Chico State College	Guidance
Dr. James R. Smart	San Jose State College	Mathematics
Virgus O. Streets	Simmons, Ussery, Streets and Associates	Special Needs of Negroes

TASK FORCE (Cont'd)

Dr. Jack Sutherland	San Jose State College	Social Science
Dr. Sidney W. Tiedt	San Jose State College	Language Arts
Dr. Emil O. Toews	California State Dept. of Education (Retired)	Vocational Education
Harold Tokmakian	Fresno State College	Urban Physical Factors, Interagency Planning/ Community Data Register, School Site Projections
Carl Trieb	Occidental College (Retired)	Physical Education
Decker Walker	Stanford University	Cultural Arts
Dr. Stanley E. Williamson	Oregon State University	Science

FRESNO CITY UNIFIED SCHOOL DISTRICT

Board of Education

1967-1969	1969-1970
William Dienstein, Ph.D.	***H. M. Ginsburg, M.D.
H. M. Ginsburg, M.D.	Ann M. Leavenworth, Ph.D.
**Ann M. Leavenworth, Ph.D.	Thomas A. MacMichael
William C. Meux	John Toomasian
*J. E. Young, M.D.	J. E. Young, M.D.

Board President *1967-68, **1968-69, ***1969-70

Administrative Staff

Erwin A. Dann, superintendent
Reid W. Gromis, assistant superintendent - personnel
Robert S. Miner, assistant superintendent - instruction
Dr. Robert A. Webber, assistant superintendent - business
Robert A. Hansen, director - planning and research
Dr. M. Marty Santigian, director - information services and human relations

Project Staff

Dr. Edward E. Hawkins, project director
William P. Booth, coordinator of research and evaluation
Richard M. Mallory, research assistant
Larry Matthews, research assistant
Dr. Louise R. Pierce, research assistant
Alan E. Lubic, editing
Eleanor M. Walker, project secretary
Patricia L. Baquera, typist-clerk